ALBERTA

DEPT. OF
EDUCATION

ANNUAL
REPORT

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SEVENTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1912

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DEPARTMENT OF EDUCATION,
EDMONTON, October 1, 1913.

To His Honour,
GEORGE HEDLEY VICARS BULYEA,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1912.

I have the honour to be, Sir,

Your obedient servant,

JOHN R. BOYLE,
Minister of Education.

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DEPARTMENT OF EDUCATION
1912

MINISTER OF EDUCATION:

John R. Boyle, Esq., K.C., M.P.P.

DEPUTY MINISTER OF EDUCATION:

D. S. MacKenzie, Esq.

OFFICE STAFF:

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Miss L. C. Mackenzie, Miss O. Touchbourne, Miss B. Shaw, Miss L. Hyde,
Miss Alice Munro, Miss Bessie Mackenzie, Miss Ada Wright.

CHIEF INSPECTOR OF SCHOOLS:

John Ross, B.A.

INSPECTORS:

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E. L. Hill, B.A., Strathcona.
G. F. McNally, M.A., Wetaskiwin.
P. H. Thibaudeau, B.A., Lacombe.
J. F. Boyce, B.A., Red Deer.
J. Morgan, B.A., Macleod.
F. L. Aylesworth, B.A., Olds.
A. Hartley, B.A., Castor.
J. A. Smith, B.A., Calgary.
J. W. Brown, B.A., Medicine Hat.
C. Sansom, B.A., High River.
D. A. McKerricher, B.A., Lethbridge.
Walter Scott, B.A., Hardisty.
J. C. Butchart, B.A., Vegreville.
H. R. Parker, B.A., Vermilion.
J. J. LeBlanc, B.A., Onoway.
M. O. Nelson, B.A., Wetaskiwin.
G. W. Gorman, B.A., High River.

SUPERVISOR OF SCHOOLS AMONG FOREIGNERS:

Robert Fletcher, Lamont.

OFFICIAL ORGANIZERS OF SCHOOLS:

Geo. O. Baetz, Archibald Simpson.

CALGARY NORMAL SCHOOL STAFF:

E. W. Coffin, B.A., Ph.D., Principal, W. G. Carpenter, B.A., J. E. Loucks, B.A.,
R. H. Roberts, M.A., A. E. Hutton, G. Cox, Miss Olive Fisher,
Mrs. Ellis-Browne, Miss L. H. Jost, Stenographer and
Librarian.

CAMROSE NORMAL SCHOOL STAFF:

J. C. Miller, B.A., Ph.D., Principal, Miss D. J. Dickie, Miss A. M. Smart.

MEMBERS OF THE EDUCATIONAL COUNCIL:

Mr. Justice Beck.
J. F. Fowler, Esq.
James Short, Esq., K.C.
E. H. Rouleau, Esq., M.D. (Deceased.)
Jas. McCaig, M.A., LL.B.

PART I.

REPORT OF THE DEPUTY MINISTER

STATISTICS

REPORT

OF THE

DEPUTY MINISTER OF EDUCATION

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit herewith the seventh annual report of the Department of Education for the Province of Alberta, including statistics and special reports for the year 1912.

A general survey of the year's work and growth, as shown by the various reports and tabulated statistics contained herein, indicates that the year has been probably the greatest in the history of the department with respect to the general progress and expansion. During the year there was a slight falling off in the number of school districts organized but this was more than counter-balanced by the greatly increased number of school rooms actually placed in charge of teachers. Attention may be directed to a few facts as revealed in this report which indicate fairly accurately the educational progress of the year.

The number of schools or class rooms actually in operation during the year was 2,229, an increase of 327 over that of 1911. The number of pupils enrolled was 71,044, showing an increase over 1911 of 9,384, or a gain of 15 per cent. over the preceding year. It is gratifying to note that with this increased registration of pupils, there was also shown a gratifying improvement in the regularity of attendance throughout the province.

The provincial grants paid to the schools of the province for the year amounted to $430,932.72, being an increase over the grants paid during the preceding year of $53,252.80, or, an increase of 14 per cent. A comparison of the amounts raised by school debentures for school sites, buildings and equipment with the corresponding items during former years, would indicate that the year was an exceedingly active one in the direction of providing increased accommodation and better school buildings. It will be noted that the amount of debentures authorized during the year 1912 was $2,808,355.00 as against $1,524,707.00 in 1911 and $1,027,892.00 in 1910. The amount actually expended on buildings and grounds during the year is found to exceed the expenditure for these purposes in the preceding year by over 35 per cent. and to be almost double the amount expended for these puposes during the year 1910.

The total amount paid as teachers' salaries in the province during the year was $1,411,200.65 as against $1,144,583.75 in 1911 and $908,045.12 in 1910. In schools open during the whole year the average salary paid to first class male teachers was $1,204.39, to first class female teachers $824.64, to second class male teachers $788.69, to second class female teachers $744.13, to third class male teachers $708.75 and third class female teachers $696.68. The average salaries

paid to first and second class teachers in all classes of schools for the year 1912 is shown in the following table which also shows the average salary paid to first and second class teachers each year since the organization of the province:

YEAR	FIRST CLASS CERTIFICATES		SECOND CLASS CERTIFICATES	
	MALE	FEMALE	MALE	FEMALE
1905	$741.08	$615.63	$620 90	$572.10
1906	807.10	610.01	640.50	585.07
1907	910.05	652.55	674.40	574.40
1908	973.55	702.00	700.00	641.10
1909	1,021.98	717.42	736.81	649.28
1910	1,092.40	749.78	748.00	684.84
1911	1,028.54	738.19	747.92	697.77
1912	1,013.46	739.13	776.49	697.27

Another feature of the year's growth is the marked expansion which took place in the schools of the larger centres. In 1910 the number of school rooms drawing grants in the cities of Calgary and Edmonton (including Strathcona) together numbered 188; in 1911 the number reached 238 and in 1912 the number was 310. Apart from the regular work of the day schools, the school boards of these and other cities are doing much good work in the direction of technical education and instruction in English to non-English adults. Their efforts have been greatly appreciated by many who have been able to take advantage of the privileges thus afforded.

About two years ago the method of classifying pupils in our schools underwent a change whereby the five public school "standards" heretofore in existence, gave place to the eight public school "grades" and the three secondary school "standards" gave place to the four secondary school "grades." This fact will explain the apparent confusion between "standards" and "grades" in the comparative table showing the classification of pupils for the years 1911 and 1912. From this table it will be noted, however, that the percentage representing the pupils who are in the high school or secondary grades, remains almost the same.

The province continues to be dependent in a large measure on the Eastern Provinces of Canada and the United Kingdom, for the supply of teachers in sufficient numbers to maintain an ample teaching force for the schools of the province. During the year 1912, 453 teachers from the other provinces of Canada came to Alberta and were granted standing, 69 being granted First Class Interim Certificates, 250 Second Class Interim Certificates, and 134 Third Class Certificates. During the year, 147 teachers from Scotland, Ireland, England and Wales were granted standing upon their arrival in Alberta. Of these, 19 received First Class Interim Certificates, 104 Second Class Interim Certificates and 24 Third Class Certificates. In all cases Third Class Certificates are granted for a limited period only and such teachers are urged to become qualified for the higher grades of certificate.

The following paragraphs are quoted from circulars which have been sent out from time to time for the information of teachers desiring recognition in Alberta:

"Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an Interim Certificate under this regulation shall submit to the depart-

ment (*a*) the certificate which he holds, (*b*) an official statement that such certificates are valid and in force, (*c*) a certificate of moral character dated within three months of the time of presentation, (*d*) a recent testimonial from the inspector under whom he last taught.

"Under this regulation every individual case is dealt with on its merits, and before standing is given on the certificates obtained elsewhere, the Minister of Education must be satisfied that the certificates submitted were obtained after the completion of a satisfactory course of normal training, that the certificates are still in force and that the applicants with respect to ability and character are worthy of recognition as teachers.

"Certificates are not granted to teachers from other provinces until they arrive in Alberta or enter into an agreement with an Alberta school board. Before coming to the province or entering into a contract with an Alberta board of trustees, teachers are advised to submit the required documents to the Department of Education for approval. Teachers are warned against acting upon unreliable information.

"Applicants for teachers' certificates under this regulation, especially if their certificates were not obtained during comparatively recent years, may be required to take a course of normal training. Each applicant will be advised regarding the requirements in his particular case.

"All teachers whether trained in this province or elsewhere are required to teach for at least one year on Interim Certificates. At the expiration of this time, should their inspector's report be satisfactory, they may be granted professional or life certificates.

"Appointments to positions are not made by the Department of Education but by individual school boards, the only restrictions being that appointees must hold certificates from the Department of Education qualifying them to teach in Alberta schools. Consequently salaries depend more or less upon the relation of supply and demand, but the demand is so constant and so strong, especially in the newly organized rural schools, that salaries show an upward tendency and the lowest salary now paid in any school under the jurisdiction of this department is about $600 per annum. Principals in small town schools and assistants in secondary schools usually receive from $1,000 to $1,500 per annum. The number of such teachers required is, however, relatively small, but applicants for such positions do not prejudice but rather strengthen their chances of promotion by proving through their work in smaller schools their ability to adapt themselves to new conditions. Teachers need not hesitate therefore to accept temporary employment in small schools since promotion in the profession depends upon the ability of the teacher and the reputation which he makes for himself in the schoolroom.

"The cost of living depends very largely upon locality. In rural districts board and lodging can usually be obtained at from $12 to $15 per month, and in such cases the teacher usually finds it necessary to seek accommodation with the family of a farmer or other resident of the district. In villages, towns and cities, on the other hand board and lodging is more expensive, varying usually from $20 to $30 per month, though of course the towns have advantages which may compensate in whole or in part for this excess in outlay."

The following information is of special interest to British teachers:

"An uncertificated teacher who desires to qualify under our regulations should forward official evidence regarding his academic standing to enable the department to determine whether or not he is eligible for admission to our Normal School to undergo a course of professional training and also to determine for what class of teachers' certificate he is entitled to enter. In the case of a University graduate, a certificate of graduation signed by the Registrar of the University is sufficient evidence for the time being, but in the case of an undergraduate, the statement should indicate as fully as possible the scope of the work covered in the various subjects.

"Persons who are not University graduates or undergraduates should forward such official evidence as they are in a position to supply and accompany this where possible by a calendar or syllabus defining the courses covered."

Under the present arrangement which, however, is subject to change as soon as conditions warrant, two sessions of each of the Provincial Normal Schools are held annually, one commencing immediately after the New Year and terminating about the first of May, the other commencing about the twentieth of August and terminating immediately before Christmas. There are no fees for tuition or examination but the text books required will probably cost about $12.00 or $15.00. Furnished rooms may be secured at from $8.00 to $12.00 per month, or board and lodging can be obtained in private houses at from $4.50 to $5.50 per week. Forms of application for admission may be had upon application to the Department of Education.

To supply the ever present demand for teachers, about six or seven hundred trained teachers are required yearly, and a large proportion of these must be obtained from Great Britain and the Eastern Provinces of Canada or elsewhere. The British Boards of Education at Whitehall and Dublin, the High Commissiomer for Canada at 17 Victoria St., London, S.W., the Assistant Superintendent of Emigration at 11 and 12 Charing Cross, London, S.W., and the Agent General for Alberta at 1 Charing Cross, London, will be advised from time time regarding the demand so that teachers may not come to the province in greater numbers than conditions warrant. Leaflets may also be obtained from any of the various offices named above, giving information regarding the conditions and procedure with respect to the recognition of teachers.

Teachers who now hold fairly remunerative positions in the Old Land, and especially those who have reached or passed middle age, cannot as a rule hope to better their position by making a new beginning amid unfamiliar surroundings, and school boards almost invariably show a decided preference for young teachers when making appointments. Teachers are therefore recommended not to resign their positions until they have been advised regarding the recognition of their certificates. All certificated teachers who seriously contemplate coming to this province should ask the Board of Education to write me regarding their qualifications and should forward the required testimonials, as such a course will save time and obviate the necessity of entrusting valuable documents to the mails.

In conclusion I wish to direct attention to a point which is of particular interest to those who have recently completed their training college courses. Arrangements have been made whereby teachers may, through this department, make application to the Board of Education for recognition of services rendered in the schools of this

province, and the board will accept such services as discharging the undertaking given before admission as a recognized student to a training college, provided the service occupies the whole working time of the teacher and the schools are aided and inspected by the government, which conditions are satisfied by all schools under the jurisdiction of this department.

I have the honour to be, Sir,

Your obedient servant,

(Signed), D. S. MACKENZIE,
Deputy Minister of Education.

STATISTICS

GENERAL SUMMARY.

	1911	1912	
Number of School districts	1,784	2,029	
Increase for the year			245
Number of school districts having school in operation	1,392	1,600	
Increase for the year			208
Number of departments in operation	1,902	2,229	
Increase for the year			327
Number of pupils enrolled	61,660	71,044	
Increase for the year			9,384
Average attendance of pupils	32,556.76	39,226.60	
Increase for the year			6,669.84
Percentage attendance of pupils	52.08	55.21	
Increase for the year			3.13
Average length of school year,—days	157.05	156.51	
Decrease for the year			.54
Total grants paid to school districts	$377,679.92	$430,932.72	
Increase for the year			$53,252.80
School debentures authorized	1,524,707.00	2,808,355.00	
Increase for the year			1,283,648.00
School Debentures registered	1,501,560.00	1,749,120.00	
Increase for the year			247,560.00
Amount expended on school buildings and grounds	1,504,852.82	2,041,484.79	
Increase for the year			536,631.97
Amount expended on school teachers' salaries	1,144,583.75	1,411,200.65	
Increase for the year			266,616.90
Paid on debentures and notes, including interest	1,717,576.11	2,503,936.76	
Increase for the year			786,360.65
Amount expended for all other purposes	1,020,555.71	1,068,770.41	
Increase for the year			48,214.70

SCHOOL DISTRICTS.

In existence December 31, 1911.		Erected during 1912.	
Public	1,765	Public	245
Separate	14		
*Unorganized	5		
Total	1,784	Total	245

*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of The School Ordinance.

There also exist in the unorganized territory in the northern part of the province 14 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS receiving grants for the years 1911 and 1912, and Departments in each.

SCHOOLS having	TOTAL SCHOOLS		TOTAL DEPARTMENTS	
	1911	1912	1911	1912
1 department	1,301	1,504	1,301	1,504
2 departments	44	46	88	92
3 "	11	13	33	39
4 "	8	6	32	24
5 "	7	10	35	50
6 "	3	3	18	18
7 "	3	4	21	28
8 "	1	1	8	8
9 "	3	3	27	27
10 "	3	..	30	..
11 "	1	3	11	33
13 "	1	2	13	26
15 "	1	1	15	15
22 "	..	1	..	22
24 "	1		24	..
26 "	1	1	26	26
34 "	1	..	34	..
39 "	..	1	..	39
70 "	1	..	70	..
116 "	1	..	116	..
130 "	..	1	..	130
148 "	..	1	..	148
	1,392	1,601	1,902	2,229

ATTENDANCE OF PUPILS.

AT ALL SCHOOLS	1911	1912	Increase
No. of pupils attending school during year	61,660	71,044	9,384
No. of boys " " "	31,753	36,717	4,964
No. of girls " " "	29,907	34,327	4,420
Total aggregate attendance for 1st term	3,278,433	3,863,793	585,360
Total aggregate attendance for 2nd term.	2,616,279	3,151,520	535,241
Total aggregate attendance for year	5,894,712	7,015,313	1,120,601
Total average attendance for year.	32,556.76	39,226.60	6,669.84

CLASSIFICATION OF PUPILS

STANDARDS	No. of Pupils 1911	Per cent. of Enrolment	GRADES	No. of Pupils 1912	Per cent. of Enrolment
Standard I, Part 1.	18,866	30.60	Grade I.	22,911	32.24
" I, Part 2	8,864	14.37	" II	9,708	13.66
" II	10,291	16.70	" III	9,736	13.70
" III	10,338	16.76	" IV	7,837	11.03
" IV	6,744	10 93	" V	5,521	7.77
" V	4,123	6.69	" VI	4,959	6.98
" VI	1,563	2.53	" VII	3,359	4.72
" VII	607	.98	" VIII	4,270	6.01
" VIII	264	.44	" IX	1,254	1.76
			" X	600	.84
			" XI	615	.86
			" XII	274	.38
Totals	61,660	100.00	Totals	71,044	100.00

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Graded and Ungraded Schools.

	Graded Schools	Ungraded Schools
Number of pupils enrolled	34,645	36,399
Aggregate days attendance of pupils	3,936,773.5	3,078,539.5
Daily average attendance of pupils	19,712.95	19,513 65
Percentage of attendance of total enrolment	56.89	53.72
Average length of school year,—days	201.50	153.63
Classification—Grade I	10,079	12,202
" II	4,602	5,106
" III	4,218	5,518
" IV	3,431	4,406
" V	2,774	2,747
" VI	2,354	2,605
" VII	1,780	1,579
" VIII	2,262	2,008
" IX	1,090	164
" X	547	53
" XI	608	7
" XII	270	4
Total attendance	34,645	36,399

NOTE.—The statistics in the above table were compiled from the returns from 1,504 ungraded schools, representing 1,504 departments, and 96 graded schools, representing 725 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days	6,002
Between 20 and 50 days	12,060
" 51 and 100 days	20,456
" 101 and 150 days	15,238
" 151 and 200 days	16,578
More than 200 days	710
Total	71,044

LENGTH OF SCHOOL YEAR.

Number of schools open less than 20 days	10
" " " between 20 and 50 days	56
" " " " 51 and 100 days	202
" " " " 101 and 150 days	396
" " " " 151 and 200 days	543
" " " over 200 days	393
Total	1,600

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES.

Class of Certificate	Schools open the whole year				Schools open part of year			
	No. of Teachers	Salaries per year			No. of Teachers	Salaries per year		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male....	182	$2700.00	$600.00	$1204.39	48	$1000.00	$600.00	$716.91
First, female..	261	1600.00	600.00	824.64	44	900.00	600.00	702.47
Second, male..	251	1800.00	480.00	788.69	183	1000.00	600.00	706.19
Second, female	960	1200.00	525.00	744.13	311	900.00	520.00	688.17
Third, male...	58	1000.00	650.00	708.75	86	780.00	600.00	689.09
Third, female.	120	900.00	500.00	696.68	129	840.00	480.00	673.92
Permit, male..	48	800.00	480.00	695.50	100	780.00	600.00	669.53
Permit, female	32	840.00	600 00	692 19	241	840.00	600.00	631.25
	TOWN SCHOOLS				VILLAGE SCHOOLS			
First, male....	122	$2700.00	$800.00	$1528.52	24	$1200.00	$720.00	$831.76
First, female..	156	1600.00	600.00	745.79	33	1000.00	650.00	791.09
Second, male..	31	1800.00	600.00	987.83	50	1000.00	600.00	815.57
Second, female	482	1200.00	525.00	693.35	101	1140.00	600.00	701.16
Third, male...	3	1000.00	600 00	776.66	6	840.00	600.00	693.12
Third, female.	17	900.00	600.00	691.17	11	780.00	600.00	689.78
Permit, male..	..	.....	.....	.....	1	780.00	.....	780.00
Permit, female	1	840.00	..	840 00	11	720.00	600.00	691.15
	YEARLY RURAL SCHOOLS				IN ALL SCHOOLS			
First, male....	36	$840.00	$600.00	$689.17	230	$2700.00	$600.00	$1013.46
First, female..	72	800.00	600.00	676.83	305	1600.00	600.00	739.13
Second, male..	170	800.00	600.00	687.73	434	1800.00	480.00	776.49
Second, female	377	1000.00	540.00	669.23	1271	1200.00	520.00	697.27
Third, male...	49	864.00	600.00	675.40	144	1000.00	600.00	676.76
Third, female.	92	780.00	600.00	659.29	249	900.00	480.00	669.97
Permit, male..	47	720.00	600.00	641.75	148	800.00	480.00	663.35
Permit, female	20	770.00	600.00	635.97	273	840.00	600.00	635.19

Total number of teachers employed during the year 3,054
Total number of teachers employed at one time... 2,229
Altogether there were 825 schools or rooms that changed teachers during the year.
Average salary, per year, paid to all teachers employed..... $769.89

SCHOOL DISTRICT DEBENTURES.

Year	Debentures Authorized		Debentures Registered	
	No. of school districts	Amount	No. of school districts	Amount
1902	73	$ 68,650	70	$ 72,050
1903	83	108,135	93	109,285
1904	105	264,190	109	188,340
1905	120	159,325	111	228,725
1906	157	422,325	146	347,175
1907	171	674,515	135	485,165
1908	227	563,925	236	787,900
1909	204	978,550	207	975,950
1910	289	1,027,892	273	742,725
1911	312	1,524,707	277	1,501,560
1912	294	2,808,355	274	1,749,120

RECEIPTS AND EXPENDITURES.

Summary of Receipts and Expenditures of School Districts for the Year.

RECEIPTS.

Cash on hand January 1st	$398,474.59
Proceeds from debentures	1,491,497.67
Taxes collected	1,793,479.70
Government grants	414,115.73
Pupils' fees	12,865.60
Borrowed by note	2,665,062.53
Amount advanced by treasurers	111,038.61
Other sources	138,858.18
	$7,025,392.61

EXPENDITURES.

Teachers' salaries	$1,411,200.65
Officials' salaries	114,381.66
Paid on debentures	482,906.26
Paid on notes, including interest	2,021,030.50
School buildings and repairs	1,526,001.01
School grounds	515,483.78
School furniture	87,617.77
Library and reference books	17,257.25
Apparatus and equipment	54,526.12
Supplies, stationery, etc	47,116.21
Caretaking and fuel	181,448.81
Insurance	29,906.99
Other expenditures	178,404.80
Balance on hand December 31st	358,110.80
	$7,025,392.61

Compiled from financial statements received from 1,690 school districts.

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town, Village and Rural School Districts for the year.

RECEIPTS.	Town and Village Districts	Rural Districts
Cash on hand January 1st	$180,230.40	$218,244.19
Proceeds of debentures	1,271,682.49	219,815.18
Taxes collected	894,333.44	899,146.26
Government grants	167,686.00	246,429.73
Pupils' fees	10,172.36	2,693.24
Borrowed by note	2,125,953.38	539,109.15
Amount advanced by treasurers	96,459.19	14,579.42
Other sources	119,060.48	19,797.70
	$4,865,577.74	$2,159,814.87
EXPENDITURES.		
Teachers' salaries	$696,773.61	$714,427.04
Officials' salaries	51,702.38	62,679.28
Paid on debentures	290,764.02	192,142.24
Paid on notes including interest	1,503,034.11	517,996.39
School buildings and repairs	1,292,272.39	233,728.62
School grounds	477,509.30	37,974.48
School furniture	48,998.73	38,619.04
Library and reference books	9,367.05	7,890.20
Apparatus and equipment	45,565.67	8,960.45
Supplies, stationery, etc	30,968.22	16,147.99
Caretaking and fuel	123,854.82	57,593.99
Insurance	17,483.17	12,423.82
Other expenditures	145,673.51	32,731.29
Balance on hand December 31st	131,610.76	226,500.04
	$4,865,577 74	$2,159,814.87

COMPARATIVE STATEMENT showing Assets and Liabilities of Town, Village and Rural School Districts for the year.

ASSETS.	Town and Village Districts	Rural Districts
Cash on hand	$131,610.76	$226,500.04
Arrears of taxes due	584,093.27	689,463.35
Estimated value of land and buildings	8,168,269.50	1,740,222.74
Estimated value of furniture and apparatus	372,782.98	308,516.89
Estimated value of school libraries	30,135.08	45,192.22
Other assets	178,769.28	10,581.59
	$9,465,660.87	$3,020,476.83
LIABILITIES.		
Teachers' salaries	$5,829.11	$54,978.86
Debenture indebtedness	4,686,080.89	1,042,530.95
Outstanding accounts	1,241,696.39	164,044.62
Amounts due treasurers	172,389.61	122,896.02
Excess of assets over liabilities	3,359,664.87	1,636,026.38
	$9,465,660.87	$3,020,476.83

SUMMARY OF ASSETS AND LIABILITIES of all school districts for the year.

ASSETS.

Cash on hand	$358,110.80
Arrears of taxes due	1,273,556.62
Estimated value of lands and buildings	9,908,492.24
Estimated value of furniture and apparatus	681,299.87
Estimated value of school libraries	75,327.30
Other assets	189,350.87
	$12,486,137.70

LIABILITIES.

Teachers' salaries	$60,807.97
Debenture indebtedness	5,728,611.84
Outstanding accounts	1,405,741.01
Amounts due treasurers for moneys advanced	295,285.63
Excess of assets over liabilities	4,995,691.25
	$12,486,137.70

PROVINCIAL CERTIFICATES GRANTED.

	Alberta	Other Prov'es	British Isles	Total	Grand Total
(a) Interim Certificates.					
1st Class to Alberta teachers	57	...	...	57	
" " Teachers from Saskatchewan	...	2	...	...	
" " " " Ontario	...	35	...	...	
" " " " Manitoba	...	6	...	...	
" " " " Nova Scotia	...	11	...	...	
" " " " New Brunswick	...	13	...	...	
" " " " Prince Edward Island	...	2	...	69	
" " " " England and Wales	...	...	10	...	
" " " " Ireland	...	...	1	...	
" " " " Scotland	...	...	8	19	
					145
2nd Class to Alberta teachers	92			92	
" " Teachers from Saskatchewan	...	21	...	...	
" " " " Ontario	...	130	...	...	
" " " " Manitoba	...	22	...	...	
" " " " Nova Scotia	...	52	...	...	
" " " " New Brunswick	...	14	...	...	
" " " " Prince Edward Island	...	4	...	...	
" " " " Quebec	...	7	...	250	
" " " " England and Wales	...	...	67	...	
" " " " Ireland	...	...	27	...	
" " " " Scotland	...	...	10	104	
					446
3rd Class to Alberta teachers	34	...	...	34	
" " Teachers from Saskatchewan	...	5	...	...	
" " " " Ontario	...	63	...	...	
" " " " Manitoba	...	5	...	...	
" " " " Nova Scotia	...	8	...	...	
" " " " New Brunswick	...	22	...	...	
" " " " Prince Edward Island	...	30	...	...	
" " " " Quebec	...	1	...	134	
" " " " England and Wales	...	...	21	...	
" " " " Scotland	...	...	3	24	
" " " " New Zealand	...	1	...	1	
					193
Kindergarten to teachers from Ontario	...	3	...	...	
" " " " " New Brunswick	...	1	...	...	
" " " " " Boston, U.S.A.	...	1	...	...	
					5
(b) Professional Certificates.					
1st Class Professional Certificates	...	87	...	...	
2nd " " " "	...	241	...	...	
3rd " " " "	...	1	...	...	
					329
**(c) Provisional Certificates.*					
Provisional certificates	...	414	...	...	
					414
(d) Non-Professional Certificates.					
Grade XII Diplomas	...	95	...	...	
" XI "	...	228	...	...	
" X "	...	171	...	...	
" IX "	...	252	...	...	
" VIII "	...	754	...	...	
					1,500

NOTE.—Interim Certificates are granted to teachers who complete a course of training at one of our provincial normal schools or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional Certificates are granted to teachers who have taken Normal Training and who have taught successfully in the province for at least one year on their Interim Certificates.

*Including Temporary Certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS.

GRADES VIII, IX AND X.

CENTRE	NUMBER OF CANDIDATES		
	Grade VIII	Grade IX	Grade X
Acme	5	2	.
Alix	6	..	..
Bankhead	10	3	..
Bawlf	14	..	1
Bassano	4	..	.
Bentley	9	..	..
Blairmore	12	2	..
Calgary	194	55	66
Camrose	32	2	23
Cardston	20	5	2
Carmangay	20	2	1
Carstairs	18	5	..
Castor	18	7	7
Claresholm	22	6	3
Cochrane	8	..	2
Coleman	3	2	..
Content	10	3	..
Crossfield	9	..	2
Daysland	13	5	1
Delia	3	1	..
Dennisville	1	..	..
Didsbury	24	9	2
Edmonton	197	74	34
Erskine	8	..	2
Fort Saskatchewan	10	3	1
Gadsby	4	7	..
Granum	10	8	..
High River	29	8	2
Holden	12	2	..
Innisfail	37	18	3
Keyes, S.D.	2	..	.
Lacombe	41	9	4
Lamont	14	2	1
Langdon	15	..	..
Leduc	10	6	4
Lethbridge	72	17	6
Little Jumping Pond	7	..	..
Lloydminster	9	..	2
Macleod	26	7	2
Magrath	12	1	..
Medicine Hat	43	15	16
Nanton	16	6	..
Okotoks	23	7	4
Olds	25	7	6
Parr	1	1	..
Pembina	8	..	..
Pincher Creek	21	8	..
Ponoka	34	15	8
Provost	9	1	3
Raymond	14	4	4
Red Deer	43	22	14
Rimbey	7	..	..
Sedgewick	22	3	5
Stavely	14	..	..
Stettler	26	9	7
Stewartville S.D.	4	1	1
Strathcona	55	25	30

EXAMINATIONS—*Continued*

GRADES VIII, IX AND X

CENTRE	NUMBER OF CANDIDATES		
	Grade VIII	Grade IX	Grade X
Taber	15	2	5
Tofield	6	..	5
Vegreville	19	9	9
Vermilion	26	8	3
Wainwright	6	1	3
Wetaskiwin	38	12	7
Totals	1,445	427	301
Total			2,173
Number of candidates who passed	754	252	171
Total passed			1,177

EXAMINATIONS.

GRADES XI AND XII.

CENTRE	NO. OF CANDIDATES	
	Grade XI	Grade XII
Calgary	82	47
Camrose	17	5
Claresholm	5	1
Didsbury	8	.
Edmonton	88	20
High River	7	2
Innisfail	12	..
Lacombe	11	3
Lethbridge	16	7
Medicine Hat	19	10
Nanton	6	..
Okotoks	8	..
Olds	10	7
Pincher Creek	8	..
Ponoka	10	2
Raymond	10	4
Red Deer	20	13
Stettler	14	3
Strathcona	27	20
Tofield	6	..
Vegreville	8	1
Vermilion	8	..
Wetaskiwin	7	7
Totals	407	152
Total	.....	559
Number of candidates who passed	228	95
Total passed	.....	323

TEACHERS' PROFESSIONAL EXAMINATIONS.

SCHOOL	FIRST TERM				SECOND TERM			
	EXAMINED		PASSED		EXAMINED		PASSED	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Calgary Normal School..	38	90	35	74	52	83	39	68
Camrose Normal School.	..	..	..	..	..	18	..	16
Totals.....	.....	128		109		153		123

CONVENTIONS.

The following is a list of the Teachers' Conventions in Alberta:

PLACE OF MEETING	WHEN HELD	Teachers' Attendance
Lacombe.....	September 26th and 27th.....	72
Wetaskiwin.....	October 17th and 18th.....	71
Red Deer.....	October 24th and 25th.....	60
Macleod.....	November 7th and 8th.....	55
Edmonton.....	October 24th and 25th.....	229
Lethbridge.....	October 24th and 25th.....	108
Vegreville.....	October 24th and 25th.....	76
Medicine Hat.....	November 21st and 22nd.....	58
Calgary.....	October 24th and 25th.....	648
Killam.....	October 24th and 25th.....	31
Claresholm.....	November 7th and 8th.....	54

SCHOOL INSPECTION.

INSPECTOR	No. of districts or Depts. under jurisdiction		No. of schools or Depts. in operation		No. of schools visited once only		No. of schools visited twice only		No. of schools visited more than twice		Total number of visits	
	Jan. 1	Dec. 31	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded
G. F. McNally, Calgary	158	263	187	76	84	179	3	7	...	...	87	185
J. F. Boyce, Red Deer	155	162	25	125	2	81	21	50	1	8	47	205
P. H. Thibaudeau, Lacombe	159	164	28	115	24	67	4	66	0	3	32	208
J. Morgan, Macleod	151	166	59	96	67	55	12	46	0	0	91	147
C. Sansom, High River	129	133	18	102	13	66	11	50	0	3	35	175
J. W. Brown, Medicine Hat	144	172	37	97	3	25	34	62	0	3	71	158
W. Scott, Hardisty	149	163	13	142	9	71	4	57	0	0	17	185
J. C. Butchart, Vegreville	143	145	13	126	9	42	4	89	0	3	17	229
H. R. Parker, Vermilion	129	145	9	96	1	17	8	112	0	6	17	259
F. Aylesworth, Olds	151	166	20	127	5	66	9	30	11	10	45	159
J. J. Le Blanc, Onoway	...	80	2	68	0	45	0	0	0	0	...	45
A. Hartley, Castor	116	182	8	107	1	56	7	75	0	13	15	245
M. O. Nelson, Wetaskiwin	165	165	35	126	0	60	0	0	0	0	0	60

SCHOOL INSPECTION.

INSPECTOR	Schools found closed once only during the year		Schools found closed twice during the year		Schools not in operation		Number of days spent in inspection work in schools	Number of days spent in investigation under instructions from Department	Distance travelled		
	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded			Rail	Road	Total
G. F. McNally, Calgary	...	40	...	...	...	10	134	11	2,517	1,729	4,246
J. F. Boyce, Red Deer	...	45	...	6	...	12	154	10	1,860	2,875	4,735
P. H. Thibaudeau, Lacombe	2	32	...	9	...	18	126	8	1,095	2,285	3,380
J. Morgan, Macleod	...	15	...	5	...	10	123	12	2,486	1,651	4,137
C. Sansom, High River	...	22	...	7	...	13	82	3	1,884	2,420	4,304
J. W. Brown, Medicine Hat	...	10	..	4	...	38	119	40	1,866	3,089	4,955
W. Scott, Hardisty	...	54	...	8	...	...	125	8	1,742	1,784	3,526
J. C. Butchart, Vegreville	...	28	...	6	...	6	147	0	1,389	3,085	4,474
H. R. Parker, Vermilion	...	40	...	32	...	39	141	3	1,741	3,577	5,318
F. Aylesworth, Olds	...	19	...	3	..	19	109	9	926	2,482	3,408
J. J. Le Blanc, Onoway	...	31	..	...	...	12	60	16	253	1,256	1,509
A. Hartley, Castor	1	63	...	26	...	76	148	21	1,231	4,151	5,382
M. O. Nelson, Wetaskiwin	...	9	...	...	...	4	41	1	70	671	741

STATEMENT OF ALEXANDRA READERS PURCHASED AND DISTRIBUTED FREE TO PUPILS.

READERS PURCHASED.

YEAR	PRIMERS	FIRSTS	SECONDS	THIRDS	FOURTHS
1908	19,712	15,283	14,896	15,077	8,104
1909	.....	.....	.....	5,095	5,095
1910	15,073	12,000	11,073	4,000	3,996
1911	15,000	3,500	4,000	3,000	2,500
1912	2,000	10,000	7,000	6,500	5,000
Total	51,785	40,783	36,969	33,672	24,695

READERS DISTRIBUTED.

YEAR	PRIMERS	FIRSTS	SECONDS	THIRDS	FOURTHS
1908	12,802	9,721	9,377	8,727	6,262
1909	5,913	4,610	4,980	5,148	3,934
1910	12,180	5,373	7,765	5,820	3,897
1911	7,870	9,427	6,689	6,079	4,503
1912	11,366	8,601	7,542	7,728	4,999
Total	50,131	37,732	36,353	33,502	23,595

READERS ON HAND DECEMBER 31ST, 1912.

YEAR	PRIMERS	FIRSTS	SECONDS	THIRDS	FOURTHS
1912	1,654	3,051	616	170	1,100

CITY AND TOWN DISTRICTS.

No.	NAME OF DISTRICT	Depts.	PRINCIPAL	Cert.	SALARY	Enrolment
7	Edmonton	130	W. G. Carpenter	1st	$2,700	7,062
19	Calgary	148	T. E. A. Stanley	1st	2,300	7,385
47	Macleod	11	E. W. Reid	1st	1,300	403
51	Lethbridge	39	J. E. Hodgson	1st	2,000	1,816
76	Medicine Hat	26	M. E. LaZerta	1st	1,400	1,367
91	Fort Saskatchewan	4	L. D. Von Iffland	1st	1,200	155
103	Gleichen	3	Chas. L. Coffey	1st	1,200	154
104	Red Deer	13	G. W. McKenzie	1st	1,900	614
121	Pincher Creek	5	J. Gordon Ferguson	1st	1,300	211
144	High River	8	R. H. Liggett	1st	1,600	344
178	Okotoks	5	James Davidson	2nd	1,100	208
210	Innisfail	5	A. M. Boyd	1st	1,380	260
235	Olds	7	J. S. Ross	2nd	1,400	244
243	Nelson (Lacombe)	7	N. E. Carruthers	1st	1,500	333
264	Wetaskiwin	15	J. H. Hutchinson	1st	2,000	714
297	Leduc	4	Manley Edwards	1st	1,000	187
423	Ponoka	6	Geo. Marion	1st	1,200	254
457	Cardston	11	J. W. Low	1st	1,400	456
620	Magrath	9	Devoe Woolf	1st	1,100	305
628	Blairmore	5	J. W. Verge	2nd	1,100	311
641	Bloomfield	2	J. M. Roxburgh	1st	840	88
647	Galt (Stirling)	5	Wm. Munro	2nd	900	217
652	Didsbury	5	Earl C. Topliff	1st	1,050	206
700	Raymond	9	B. A. Smith	1st	1,100	470
730	Nanton	4	H. C. McKay	1st	1,200	225
764	Claresholm	6	John Scoffeld	1st	1,500	227
892	Irvine	2	Miss A. V. Mulloy	2nd	800	114
933	Taber	11	L. E. Lynd	1st	1,300	430
1216	Coleman	7	Geo. McDonald	1st	1,200	330
1289	Granum	3	W. A. Rideout	1st	900	139
1315	Camrose	9	John M. Russell	1st	1,500	330
1446	Vermilion Centre	5	R. B. Brooks	2nd	900	221
1475	Stettler	7	M. O. Nelson	1st	1,600	349
1480	New Vegreville	5	H. C. Newlands	1st	1,500	255
1539	Daysland	2	J. A. Cameron	2nd	900	105
1587	Strathmore	3	D. Oglivie	1st	1,200	141
1638	Stony Plain Village	1	B. R. Empey	2nd	960	85
1658	Wainwright	4	W. J. McLean	1st	1,500	193
1659	Hardisty	3	A. H. McLachlin	2nd	1,080	65
1883	Bow Island	2	Jean Gilchrist	2nd	720	125
1939	Tofield Village	5	Jas. A. Younie	1st	1,350	207
2092	Dennis (Brooks)	3	Miss Annie B. Smith	2nd	840	97
2131	Bassano	4	Mrs. M. M. Golden	2nd	1,140	207
2194	Castor	5	W. H. Pedley	1st	1,500	314
2298	Edson	4	W. J. Stewart	2nd	1,200	145
3	St. Albert C.P.	4	Sr. Elsie B. Savard	1st	800	228
35	Thibault C.P. Mo'ville	1	Sr. H. Fortier	1st	825	68

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Calgary	13	Sr. M. E. McNamara	1st	$1,300	716
7	Edmonton	19	Sr. M. J. Quigley	1st	1,100	956
8	Holy Cross (Macleod)	1	Mary Coffey	3rd	840	34
9	Lethbridge	6	Sr. E. M. Byers	1st	800	370
15	Sacred Heart	2	Sr. St. Pierre Damien	1st	660	72
16	St. Martin	3	Sr. Marie Clare	2nd	800	101
17	North Red Deer	2	Sr. Marie Aimee de Jesus	2nd	720	117
18	St. Michael	2	Sr. M. L. Bonheur	1st	684	101

PROTESTANT SEPARATE SCHOOL.

1	Morinville	1	Annie Ottewell	2nd	720	18

ATTENDANCE IN TOWNS AND CITY SCHOOLS.

PUBLIC SCHOOLS.

NO.	NAME OF DISTRICT	ENROLLED	AVERAGE ATTENDANCE	PERCENTAGE OF ATTENDANCE
7	Edmonton	7,062	3,878.70	54.92
19	Calgary	7,385	4,609.70	62.41
47	Macleod	403	240.09	59.57
51	Lethbridge	1,816	1,122.30	61.80
76	Medicine Hat	1,367	844.59	61.78
91	Fort Saskatchewan	155	96.60	62.32
103	Gleichen	154	75.29	48.44
104	Red Deer	614	331.67	54.01
121	Pincher Creek	211	128.40	60.84
144	High River	344	213.20	61.97
178	Okotoks	208	128.90	61.97
210	Innisfail	260	152.70	58.73
235	Olds	244	155.47	63.71
243	Nelson (Lacombe)	333	214.64	64.45
264	Wetaskiwin	714	394.24	55.21
297	Leduc	187	114.06	60.94
423	Ponoka	254	171.95	67.69
457	Cardston	456	268.40	25.85
620	Magrath	305	175.60	57.57
628	Blairmore	311	156.16	50.29
641	Bloomfield	88	50.60	57.50
647	Galt (Stirling)	217	110.96	51.13
652	Didsbury	206	124.64	60.50
700	Raymond	470	269.78	57.40
730	Nanton	225	110 50	49.11
764	Claresholm	227	146.52	64.54
892	Irvine	114	54.84	48.10
933	Taber	430	222.83	51.82
1216	Coleman	330	192.34	60.44
1289	Granum	139	65.09	46.82
1315	Camrose	330	199.48	60.44
1446	Vermilion Centre	221	126.75	57.35
1475	Stettler	349	117.54	33.67
1480	New Vegreville	255	143 86	58.37
1539	Daysland	105	52 06	49.58
1587	Strathmore	141	76.26	54.08
1638	Stony Plain Village	85	41.07	48.31
1658	Wainwright	193	108.56	56.27
1659	Hardisty	65	39.02	60.03
1883	Bow Island	125	56.26	45.00
1939	Tofield Village	207	122.00	58.93
2092	Dennis (Brooks)	97	52.84	54.47
2131	Bassano	207	104.79	50.62
2194	Castor	314	144.37	45.97
2298	Edson	145	66.83	46.08
3	St. Albert (R.C. Public)	228	127.35	55.85
35	Thibault (Morinville)	68	37.95	55.80

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Calgary	716	388.73	54.29
7	Edmonton	956	564.22	59.01
8	Holy Cross (Macleod)	24	7.39	30.78
9	Lethbridge	370	206.44	55.79
15	Sacred Heart (Wetaskiwin)	72	50.00	69.44
16	St. Martin (Vegreville)	101	62.88	62.25
17	North Red Deer	117	60.76	51.93
18	St. Michael's (Pincher Ck.)	101	51.70	51.18

PROTESTANT SEPARATE SCHOOL.

1	Morinville	18	8.58	61.00

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1912.

NAME	NO.	Date of erection	Gen. location			SENIOR TRUSTEE
			Tp.	Rg.	M	
Cottonwood	2624	Jan. 10	41	6	4	Walter Brooks, Czar.
Cooking Lake	2625	Jan. 10	51	21	4	H. A. Kidney, Deville.
Clansman	2626	Jan. 10	39	5	4	Jas. Shurmer, Cairns.
Green Bush	2627	Jan. 10	53	10	4	Otto L. Larsen, Myrnam.
Glenfalloch	2628	Jan. 10	44	27	4	G. H. Clark, Ferry Bank.
Four Ways	2629	Jan. 10	6	7	4	J. H. Peck, Glen Banner.
Holmberg	2630	Jan. 10	4	10	4	A. P. Holmberg, Lucky Strike.
Popular	2631	Jan. 10	28	7	4	Percy J. Barnes, Cereal.
Teeters	2632	Jan. 10	39	6	4	E. Hedblom, Czar.
Sunny Crest	2633	Jan. 25	41	27	4	A. E. Drader, Lacombe.
Sleepy Hollow	2634	Jan. 25	2	14	4	A. M. Sinclair, Milk River.
Buffalo View	2635	Jan. 25	41	6	4	John Wiggins, Hughenden.
Glen Willow	2636	Jan. 25	9	26	4	R. V. Grier, Macleod.
Lahaieville	2637	Jan. 25	67	23	4	Geo. Castonguay, Athabasca Landing.
Funnell	2638	Jan. 25	48	4	5	Harry Allen, Stones Corners.
Feadview	2639	Jan. 25	28	4	4	W. Ostrander, Excel.
Glenavon	2640	Jan. 25	28	6	4	W. H. Burrows, Excel.
Ideal Valley	2641	Jan. 25	35	16	4	Hugh Wallace, Cornucopia.
Island Hill	2642	Jan. 25	51	5	4	H. B. Evans, Vermilion.
Love Vale	2643	Jan. 25	29	3	4	John Love, Fairacres.
Mizpah	2644	Jan. 25	28	10	4	H. A. Wiertz, Stoppington.
Parkhurst	2645	Jan. 25	67	21	4	Moses Blair, Athabasca Land'g.
Saskalta	2646	Jan. 25	32	1	4	W. N. Vivian, Wilhelmina.
Tagona	2647	Jan. 25	3	10	4	L. Keir, Avalon.
Westfield	2648	Jan. 25	8	11	4	Fred R. Elford, Bow Island.
Prospect Slope	2649	Feb. 10	17	22	4	Chas. Fitzpatrick, Reid Hill.
Wilford	2650	Feb. 10	27	16	4	Mr. Campbell, Dorothy.
Starke	2651	Feb. 10	34	10	4	W. B. Hawley, Sounding Creek.
Andrews	2652	Feb. 10	41	3	5	Thos. Sveen, Gilby.
Arm Lake	2653	Feb. 10	44	4	4	J. Peterson, Heath.
Glenada	2654	Feb. 10	29	3	4	S. A. Neid, Fairacres.
Clarendon	2655	Feb. 10	36	26	4	Edward A. Baker, Hill End.
Naco	2656	Feb. 10	32	6	4	Wm. McArthur, Wiste.
Fraserton	2657	Feb. 10	27	15	4	H. C. Sim, Fraserton.
Brecon Hill	2658	Feb. 26	14	4	4	W. Hall, Medicine Hat.
Whittaker	2659	Feb. 26	38	11	4	Jno. Whittaker, Haneyville.
Intervale	2660	Feb. 26	6	11	4	J. W. Knauss, Webber.
Hammond	2661	Feb. 26	31	16	4	Alfred Farrow, Lillico.
Handale	2662	Feb. 26	30	13	4	L. S. Melrose, Wildunn.
Anthill	2663	Feb. 26	32	21	4	Hiller Hildus, Morrin.
Durlingville	2664	Feb. 26	61	4	4	A. Levasseur, Durlingville.
Philorum	2665	Feb. 26	61	5	4	Moise Deblois, Bonnyville.
Jensen	2666	Feb. 26	4	7	4	Geo. Anthony, Pendant D'Oreille.
Gold Ridge	2667	Feb. 26	12	20	4	John Bunn, Turin.
Leeds	2668	Feb. 26	35	8	4	A. B. Chapman, Hamilton Lake.
Dusseldorf	2669	Mar. 11	60	2	5	H. Munsterman, Dusseldorf.
Emerald	2670	Mar. 11	39	3	4	Andrew Steele, Provost.
Kirkpatrick	2671	Mar. 11	34	10	4	F. B. Holley, Ensleigh.
Parkland	2672	Mar. 11	15	27	4	R. J. Johnson, Parkland.
Lobley	2673	Mar. 11	34	6	5	George Moore, Lobley,
Glen Echo	2674	Mar. 11	9	9	4	J. F. Lamoreaux, Windy Ridge.
Wistena	2675	Mar. 11	31	8	4	S. C. Kerslake, Ensleigh.
Enterprize Valley	2676	Mar. 11	29	17	4	W. J. Tabor, Delia.
I.X.L	2677	Mar. 11	11	13	4	Henry Jarvis, Grassy Lake.
Willowdene	2678	Mar. 11	59	19	4	R. B. Barron, Pine Creek.
Long Valley	2679	Mar. 11	13	2	4	Peter Nelsen, Irvine.
Rowley	2680	Mar. 11	33	20	4	W. McIluride, Rumsey.
Egremont	2681	Mar. 11	58	22	4	E. L. Schell, Egremont.
Fairplay	2682	Mar. 11	23	26	4	Hunter Dain, Cheadle.
Greenfield	2683	Mar. 11	28	25	4	Adam Berreth, Beiseker.
Conquervill	2684	Mar. 11	8	9	4	R. Conquergood, Bow Island.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1912.—*Continued.*

NAME	NO.	Date of erection	Gen. location			SENIOR TRUSTEE
			Tp.	Rg.	M	
Borden	2685	Mar. 11	9	10	4	Pete Kyldgard, Bow Island.
Red Rock	2686	Mar. 26	8	8	4	Q. M. Sproat, Seven Persons.
Happy Home	2687	Mar. 26	37	16	4	C. Carter, Halkirk.
Alps	2688	Mar. 26	33	14	4	Ivan C. Ricketts, Garden Plain.
Kimberley	2689	Mar. 26	36	13	4	Chas. J. Mills, The Hub.
Dalroy	2690	Mar. 26	25	28	4	R. F. Herbig, Dalroy.
Wild Horse Lakes	2691	Mar. 26	1	2	4	C. A. Wiley, Comrey.
Plateau	2692	Mar. 26	16	21	4	W. M. Armstrong, Brunetta.
Crocus Plains	2693	Mar. 26	28	9	4	W. H. Bird, Stoppington.
La Pearl	2694	Mar. 26	41	3	4	Joseph McCluskey, La Pearl.
Snake Vale	2695	Mar. 26	15	2	4	Thos. Lohner, Schuler.
Plamondon	2696	April 10	68	16	4	Jos. Plamondon, Plamondonville.
Springville	2697	April 10	31	1	4	M. A. Smith, Marengo.
Windermere	2698	April 10	49	7	4	A. F. Broadhagen, Vermilion.
Grainville	2699	April 10	12	19	4	Ed. Frells, Alby via Turin.
Riddellvale	2700	April 10	30	6	4	Wm. Eckert, Riddellvale.
Cop Hill	2701	April 10	31	6	4	J. P. Opheim, Riddellvale.
Graindale	2702	April 10	26	2	4	R. P. Neilsen, Alsask, Sask.
Nicolls	2703	April 10	29	18	4	Sam. Savage, Verdant Valley.
Graburn	2704	April 10	10	1	4	Karl Kusler, Graburn.
Beiseker	2705	April 10	27	25	4	F. A. Lount, Beiseker.
McKinley	2706	April 10	59	21	4	H. E. Connelly, Radway Centre.
Syson	2707	April 10	36	13	4	E. Geise, Castor.
Ocean Wave	2708	April 10	16	20	4	Wm. Gallagher, Sweet Valley.
Fidelity	2709	April 10	52	7	4	A. S. Young, Maughan, via Vermilion.
Rush Point	2710	April 10	37	13	4	D. Weaver, Castor.
Wideawake	2711	April 10	34	16	4	A. Larson, Endiang.
West Branch	2712	April 10	41	27	4	T. H. Alexander, Lacombe.
Balquhidder	2713	April 10	11	25	4	G. A. Barker, Granum.
Ruryk	2714	April 10	54	7	4	S. Jacula, Maughan.
Tanner	2715	April 25	8	1	5	J. Rhodes, Cowley.
Dnister	2716	April 25	49	1	5	J. Babjak, Thorsby.
Pakowki	2717	April 25	5	7	4	Herman Zuelhke, Manyberries.
Keswick	2718	April 25	27	5	4	A. McBean, Cereal.
Fruitland	2719	April 25	50	1	5	Chas. Moeller, Ohrnville.
Rustle	2720	April 25	35	16	4	W. S. Walker, Leo.
Bulmer	2721	April 25	11	21	4	D. D. Orcutt, Barrhill.
Helgoland	2722	April 25	16	8	4	Louis Schwartz, Suffield.
Waldron	2723	April 25	8	29	4	J. Andrews, Spring Point.
Lake McGregor	2724	April 25	19	22	4	O. P. Solberg, Queenstown.
Dover	2725	April 25	64	21	4	C. R. Masters, Kinnoull.
Metiskow	2726	April 25	40	5	4	John P. Frauland, Metiskow Lake.
Moose Hill	2727	April 25	60	22	4	H. A. Kemp, Waugh.
Mica	2728	April 25	16	17	4	Peter Thompson, Wheat Centre, via Brooks.
McCafferty	2729	May 10	42	4	4	H. A. Carney, Edgerton.
Locke	2730	May 10	2	13	4	W. A. Satterlee, Coutts.
Kessler	2731	May 10	5	16	4	Anson N. Kessler, New Dayton.
Lochend	2732	May 10	28	2	5	J. K. Laidlaw, Lochend.
Fern Chapel	2733	May 10	57	5	4	T. E. Clysdale, Tyrol.
Green Mound	2734	May 10	25	4	4	D. L. Romine, Kenmaul, via Alsask, Sask.
Cherhill	2735	May 10	56	5	5	John S. Shirey, Cherhill.
White Court	2736	May 10	59	11	5	H. Williams, Whitecourt.
Greene Villa	2737	May 10	2	11	4	Angus Fraser, Masinasin.
Avonroy	2738	May 10	46	20	4	W. A. Boyle, Camrose.
Waldheim	2739	May 10	45	26	4	Emil Helin, Usona.
Sparta	2740	May 10	53	13	5	H. S. Vandrick, Carrot Creek.
Wooded Hills	2741	May 10	36	21	4	Henry Watson, Ewing.
Melba	2742	May 10	16	2	4	D. A. Frisbie, Schuler.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1912.—*Continued.*

NAME	NO.	Date of erection	Gen. location			SENIOR TRUSTEE
			Tp.	Rg.	M	
Kleskun Lake	2743	May 25	72	5	6	A. Sproule, Grande Prairie.
Peterson	2744	May 25	36	3	5	W. Anderson, Markerville.
Twin Valley	2745	May 25	33	6	5	B. S. Russell, Lobley.
Golden Heights	2746	May 25	40	5	5	M. E. Moser, Leslieville.
West Butte	2747	May 25	1	12	4	T. Ramsay, Coutts.
Altorado	2748	May 25	4	9	4	Dave Terriff, Altorado.
Box Springs	2749	May 25	14	5	4	S. Le Bere, Box Springs, via Medicine Hat.
Swan River	2750	May 25	73	10	5	J. Slone, Swan River, via Grouard.
New Brigden	2751	May 25	31	3	4	Wm. Sheppard, New Brigden, via Alsask, Sask.
Golden Grain	2752	May 25	31	19	4	John MacDonald, Morrin.
Gatine	2753	June 10	28	21	4	E. Peterson, Gatine.
Westover	2754	June 10	31	11	4	J. A. Maud, Richdale.
Lanark	2755	June 10	30	10	4	John Peacock, Eveland, via Richdale.
Ispas	2756	June 10	57	13	4	Metro Pawliuk, Ispas.
Suffield	2757	June 10	15	8	4	W. G. Buckley, Suffield.
Normandale	2758	June 10	28	14	4	H. A. Sage, Fraserton.
Larch Tree	2759	June 10	47	24	4	V. E. Thompson, Wetaskiwin.
Owaking	2760	June 25	8	18	4	P. M. King, Stirling.
Seattle	2761	June 25	46	2	5	I. D. Bunney, Yeoford.
Hunting Hill	2762	June 25	22	14	4	J. E. Kinyon, Steveville.
Summerhill	2763	June 25	34	16	4	E. B. Donald, Heart Lake.
Heart Lake	2764	June 25	33	16	4	W. H. Winkles, Heart Lake.
Dejay	2765	June 25	31	7	4	G. W. Harper, Wiste.
Pownall	2766	June 25	60	20	4	J. Yost, Pine Creek.
Rose Glen	2767	June 25	16	3	4	Jerome Bearss, Medicine Hat.
South Athabasca	2768	June 25	65	22	4	S. Hayes, Athabasca Landing.
Rush Centre	2769	June 25	30	2	4	E. C. Willock, Alsask, Sask.
Newton	2770	June 25	21	26	4	W. Kantry, Langdon.
Sunny Bank	2771	June 25	60	1	5	Henry Hide, Pembina.
Cassell Hill	2772	June 25	28	18	4	W. H. Eraut, Verdant Valley.
Paramount	2773	June 25	57	7	4	S. E. Forman, Caskeyville.
Waddington	2774	June 25	16	3	4	George Temple, Waddington.
Selz	2775	June 25	8	11	4	J. M. Diebert, Bow Island.
Orkney	2776	June 25	30	21	4	W. W. McGhee, Sarcee.
Gooseberry Plains	2778	June 25	44	10	4	A. E. Bumpus, Lougheed.
Coffin	2778	June 25	7	8	4	E. Kumba, Prospy.
Capitol	2779	June 25	56	7	4	A. D. McGinnis, Hopkins.
Pella	2780	July 12	56	13	5	T. G. Payne, Shining Bank.
Westwoods	2781	July 25	40	16	4	A. Haywood, Gadsby.
Goose Creek	2782	July 25	42	11	4	P. Smith, Lougheed.
Isle Lake	2783	July 25	54	5	5	E. L. Thompson, Fallis.
Fort Assiniboine	2784	July 25	61	6	5	Ben Christianson, Fort Assiniboine.
Alford	2785	July 25	59	23	4	N. Zilinski, Waugh.
Coulee View	2786	July 25	3	10	4	C. Wing, Lucky Strike.
East Berry	2787	July 25	24	10	4	A. M. Henshaw, Winnington.
Griffin	2788	July 25	81	25	5	A. C. Gant, Shaftesbury.
Sandstorm	2789	July 25	47	16	4	F. Koetke, Holden.
Royal George	2790	July 25	7	1	4	W. C. Faulkener, Battle Creek, Sask.
Neutral Hills	2791	July 25	37	5	4	W. E. Woodward, Valleyjo.
Breedford	2792	July 25	43	5	4	N. Felix, Wainwright.
Alain	2793	July 25	58	8	4	L. Dubois, St. Paul des Metis.
Lundberg	2794	July 25	26	5	4	John W. Johnston, Clemens
Champion	2795	July 25	15	24	4	E. W. Paitson, Champion.
Farming Valley	2796	Aug. 10	29	5	4	John E. Bredin, Cereal.
Daisy	2797	Aug. 10	42	5	4	H. C. Smith, Czar.
Floradell	2798	Aug. 10	31	4	4	R. Cates, Alsask, Sask.
Terra Nova	2799	Aug. 10	13	5	4	R. M. Page, Medicine Hat.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1912.—*Continued.*

NAME	NO.	Date of erection	Gen. location			SENIOR TRUSTEE
			Tp.	Rg.	M	
Kenmaul	2800	Aug. 10	26	5	4	F. O. Jacques, Henmaul, via Alsask.
Linger Longer	2801	Aug. 10	13	6	4	M. C. Sackrider, Medicine Hat.
Graystone	2802	Aug. 10	71	7	6	P. Clubine, Grande Prairie.
North Park	2803	Aug. 10	54	2	4	S. E. Barstad, Lea Park.
Ferndale	2804	Aug. 10	23	25	4	E. Welsh, Langdon.
Shady Lane	2805	Aug. 10	39	4	5	J. Kult, Pitcox.
Dufferin	2806	Aug. 26	16	19	4	Ed. Burne, Brunetta.
Orangedale	2807	Aug. 26	37	4	4	H. Groven, Provost.
Bowling Green	2808	Aug. 26	51	10	4	Jas. McFadzean, Minburn.
Neutral Valley	2809	Sept. 10	36	6	4	Geo. Bryan, Consort.
Rawleigh	2810	Sept. 10	25	11	4	C. Rawleigh, Pollockville.
Cappon	2811	Sept. 10	24	4	4	C. E. Brown, Alsask, Sask.
Lower Beaverlodge	2812	Sept. 10	71	10	6	Wm. Allen, Redlow, via Beaverlodge.
Social Plains	2813	Sept. 10	20	1	4	Bert Leeper, Box Springs, via Medicine Hat.
Wilkinson	2814	Sept. 10	12	2	4	F. E. Wagner, Irvine.
Plum Lake	2815	Sept. 10	64	20	4	Geo. Robinson, Stocks.
Gadsby Lake	2816	Sept. 10	41	22	4	E. E. Malott, Tees.
Rich Hill	2817	Sept. 10	35	3	5	S. E. McHale, Garrington.
Appleton	2818	Sept. 10	71	10	6	F. B. Dixon, Redlow, via Beaver Lodge.
Little Round Lake	2819	Sept. 10	35	13	4	Geo. Kinney, Lake Thelma.
Cosmo	2820	Sept. 10	57	6	5	Geo. W. Carr, Cosmo.
Froehel	2821	Sept. 10	56	4	5	M. J. Dieringer, Wild Horse.
Consort	2822	Sept. 10	35	6	4	G. W. Mooney, M.D., Consort.
Blackie	2823	Sept. 10	19	26	4	Samuel Brown, Blackie.
Bison	2824	Sept. 10	29	7	4	Robt. Dobson, Chinook.
Silver Dale	2825	Sept. 10	34	6	4	A. Wittmack, Consort.
Eveland	2826	Sept. 10	29	11	4	J. Bremner, Stoppington.
Faith	2827	Sept. 25	4	9	4	James Sergeant, Faith.
St. Jean Baptiste	2828	Sept. 25	42	1	4	Ad. Belanger, Killarney.
Ewelme	2829	Sept. 25	6	26	4	M. Bailey, Ewelme.
Maycroft	2830	Sept. 25	10	2	5	Geo. Heaton, Maycroft.
Blood Indian	2831	Sept. 25	24	9	4	Leonard Gray, Parvella.
Sutherland	2832	Sept. 25	18	13	4	Robert B. Sangster, Brooks.
McMurray	2833	Sept. 25	Uns	urve	yed	Wm. Biggs, Fort McMurray.
Ehnes	2834	Sept. 25	3	9	4	Leon Voller, Faith.
Halcourt	2835	Sept. 25	71	10	6	Harry H. Walker, Beaver Lodge, via Grande Prairie.
Pocahontas	2836	Oct. 10	49	27	5	E. B. Johnson, Pocahontas
Idylwilde	2837	Oct. 10	28	10	4	Wm. C. Bell, Stoppington.
Sounding Valley	2838	Oct. 10	32	5	4	T. F. Fisher, Sedalia.
Butte Vale	2839	Oct. 25	32	5	4	J. P. Thornton, Sedalia.
Ross Cliff	2840	Oct. 25	11	8	4	P. J. Coleman, Winnifred.
Rocky Lake	2841	Oct. 25	11	8	4	Milo W. Scott, Winnifred.
Chesterville	2842	Oct. 25	55	10	4	John Chester Brosseau.
Wabamun	2843	Oct. 25	53	4	5	G. Laight, Wabamun.
Wilmot	2844	Oct. 25	43	1	5	J. I. Frizzell, Lochinvar.
Caledonia	2845	Oct. 25	43	11	4	R. H. Brown, Lougheed.
Beaver River	2846	Oct. 25	62	10	4	James Croy, St. Lina, via Therien.
Aberdovey	2847	Oct. 25	39	9	4	Pierre De Soucy, Talbot.
Many Island	2848	Oct. 25	13	2	4	E. Schmidt, Irvine.
Education Point	2849	Nov. 25	46	8	4	J. C. McLean, Irma.
Setting Sun	2850	Nov. 25	40	4	4	H. A. Halvorson, Metiskow.
MacHenry	2851	Nov. 25	72	6	6	B. Ryley, Grande Prairie.
Naples	2852	Nov. 25	60	2	5	Timitoe Properzi, Mellowdale.
Calgary Junction	2853	Nov. 25	23	29	4	Albert A. Snow, Calgary.
Springwater	2854	Nov. 25	32	19	4	H. B. Limpert, Victor.
Peyton	2855	Nov. 25	27	7	4	R. Peyton, Chinook.
Bituma	2856	Nov. 25	29	6	5	W. H. McMillan, Bottrel.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1912.—*Continued.*

NAME	NO.	Date of erection	Gen. location			SENIOR TRUSTEE
			Tp.	Rg.	M	
Crocus Dale	2857	Nov. 25	33	1	4	Wm. Cohoe, Wilhelmina.
Sedalia	2858	Nov. 25	31	5	4	C. M. Cadman, Sedalia.
Greencourt	2859	Dec. 10	58	9	5	Archie McLean, Greencourt.
North Paddle	2860	Dec. 10	58	9	5	H. V. Knox, Greencourt.
Ribstone Creek	2861	Dec. 10	38	9	4	W. A. Romane, Talbot.
Lumni	2862	Dec. 10	31	21	4	L. A. Snyder, Ghost Pine Creek
Heath Dale	2863	Dec. 26	26	8	4	August Jacobson, Collholme.
Blairgowrie	2864	Dec. 26	28	3	4	G. R. Appleby, Sibbald.
Pine Grove	2865	Dec. 26	54	17	5	J. R. McNeely, Edson.
Alice Hill	2866	Dec. 26	46	13	4	A. Forss, Viking.
Kingman	2867	Dec. 26	49	20	4	O. C. Bjorgum, Kingman.
Avonlea	2868	Dec. 26	36	8	4	C. M. Butterfield, Wheat Belt.

PART II.

SPECIAL REPORTS

I.

ALBERTA NORMAL SCHOOLS.

REPORT OF DR. COFFIN,

PRINCIPAL NORMAL SCHOOL, CALGARY.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the seventh annual report of the Provincial Normal School at Calgary.

The usual sessions were held during the year 1912, the first opening on January 3rd, and the second on August 20th. The attendance for the year was as follows:

ATTENDANCE FOR 1912.

	FIRST CLASS			SECOND CLASS			TOTALS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First session.....	19	17	36	30	64	94	49	81	130
Second session...	13	33	46	12	72	84	25	105	130
Total for year...	32	50	82	42	136	178	74	186	260

The various standings on which these students were admitted were as follows:

First Class Non-Professional.

Alberta	39
Manitoba	3
Ontario	21
New Brunswick	1
Nova Scotia	8
Prince Edward Island	2
Quebec	..
Saskatchewan	..
United Kingdom	8
	82

Second Class Non-Professional.

Alberta	81
Manitoba	5
Ontario	38
New Brunswick	7
Nova Scotia	22
Prince Edward Island	2
Quebec	1
Saskatchewan	2
United Kingdom	20
	178

Of the students in attendance in the first class, 23 were university graduates holding degrees from the following institutions: University of Alberta, 1; Toronto, 7; McMaster, 1; Western, London, Ont., 1; Queen's, 1; University of New Brunswick, 1; Dalhousie, 2; Acadia, 1; Nebraska, 1; Oxford, 1; London, 2; Wales, 1; Durham, 1; Edinburgh, 1; and Aberdeen, 1.

On the basis of the practice teaching during the first session, 28 students were recommended for first class interim certificates, 75 for second class and 21 for third class; six of the students failed to complete the course. In the second session, 42 were recommended for first class interim certificates, 71 for second class, and 15 for third class; two failed to complete the course.

During the year nineteen students who had failed in their practice teaching in former sessions repeated this work. Thus the total number of student teachers for whom the practice school afforded training during the year was two hundred and seventy.

The special short course for certificated British teachers was opened on January 9th. Eleven men and seventeen women attended this class, one of whom held first class standing in the province, and the others second. Inspector Fife was in charge of this class, and the members of the regular staff gave assistance in their special subjects. This course continues to justify itself, and there is reason to believe that all newcomers to the province who are eligible for professional standing, but who have had no experience in Canadian schools, should be required to take this short course before having their certificates confirmed.

During the year the following changes took place on the staff. On January 1st the acting principal was appointed principal, and Miss Olive M. Fisher, of Bailieboro, Ontario, was appointed instructor in primary work and reading, and supervisor of primary work in the practice school; Mr. W. G. Carpenter, B.A., resigned in July to accept the principalship of the Edmonton high school, Inspector Fife supplying in his place until the close of the year.

During the fall session Miss Fisher and Mr. Loucks attended teachers' conventions, the former the Hardisty convention held at Killam and the latter the convention at Claresholm. Mr. Roberts spent one week at Camrose assisting in mathematics, as an instructor in mathematics had not yet been appointed to the Camrose staff. In April Mr. Hutton attended in Regina a conference on the question of drawing books for the public schools.

The practice school is still overburdened with practice teaching, but notwithstanding the handicap is no whit behind the other schools of the city in the quality of its results so far as these can be judged at the time. A cadet corps has been formed and equipped with rifles and instruction is given by the officer in charge of the physical training in the normal school.

The following changes took place in the staff of the practice school during the year. Mr. John Scoffield resigned in January and was succeeded in Grade VII by Mr. Stanley Walker of the Westminster school, Lethbridge; Miss D. J. Dickie, M.A., resigned from Grade IV in June and was succeeded by Miss Ruby Hewitt, B.A., who resigned in September to accept an appointment to the Edmonton high school. She was succeeded by Miss Beatrice Beddie of the Riverside school, Calgary.

It is hardly necessary to point out the disadvantage of short tenure of positions in the practice school; it takes some time for the supervisors in the normal school and the teachers in the practice school to become thoroughly acquainted in their work so as to co-operate without any conflict of theory and practice, and it is therefore highly desirable that these practice school appointments should have to be made for the same class not oftener than every three or four years at most. Teachers should also be encouraged to take any reasonable opportunity of special training in their grade work. The question of some degree of departmental teaching in the practice school has also been seriously considered, as there are many advantages in allowing one teacher to take all the classes in literature and language for example, another, in history and civics, or another, those in arithmetic and geometry. This would not be advisable, of course, below Grade V; nor would it be worth much consideration unless the practice school appointments were made sufficiently attractive to encourage teachers to take courses occasionally for public school specialists.

Beginning with the fall session of 1912, the professional examination papers were prepared in conjunction with the staff of the Camrose normal school. It was agreed in conference that the paper should count but half in the valuation of the session's work, and that the other half should be estimated on the basis of class work throughout the term.

While the session is all to short to allow of much departure from the regularly prescribed work of the course, the staff are nevertheless disposed to feel that, for the greater good of the public schools, whose interests we serve, more intimate working relations between the inspectors and the normal school staff are desirable. It would be of value, for example, for all parties concerned, if some of the inspectors could severally visit the normal school for a few days during the winter session, in order to offer suggestions to the students as to the most urgent needs or most outstanding difficulties they may have respectively met in their districts, as well as to come into closer touch with the methods emphasized in the normal classes, and seek to adjust any possible differences. On the other hand, also, it would be of very great service to most of the normal staff to spend a few days or weeks, after the winter session, in visiting country schools in company with the inspectors.

In the winter session of the year, the staff, with the diligent and capable co-operation of the students, issued an initiatory number of "The Alberta School Journal," containing, it is believed, many valuable contributions from teachers in the field, particularly from some in the Ruthenian districts. The publication was very well received and the thanks of the editorial committee are due to inspectors and teachers and others who helped to make it a success. It was not, however, a financial success, chiefly because of the lack of time to work up the advertising and partly because of the difficulty in reaching subscribers. It was earnestly hoped to issue a second number at an early date, but pressure of work and the appearance of "The School" from the Faculty of Education, Toronto, delayed the realization of this hope. We still feel, however, that such a journal would serve our teachers in a way that none from outside the western provinces could.

At the opening of the fall session, it was a particular pleasure to have with us the Minister of Education, whose address to the students was an encouraging introduction to their new surroundings. It is hoped that the duties of his office will allow him to repeat this visit more frequently.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) E. W. COFFIN,
Principal.

REPORT OF DR. MILLER,

PRINCIPAL NORMAL SCHOOL, CAMROSE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the first annual report of the Provincial Normal School at Camrose.

Realizing the pressing need for providing the training of an increased number of teachers to meet the requirements of a rapidly increasing population, the government decided in July, 1912, to organize a second normal school. Camrose was the centre selected for the new institution.

Immediately after the above mentioned decision, arrangements were made by the Department of Education with the Camrose school board for the necessary accommodation until such time as a permanent building might be erected by the government.

Three rooms and an office in the central school building of the town were immediately placed at the disposal of the normal school. Two cottage schools were provided for the accommodation of the children thereby displaced. A large two-storey cottage school was constructed for the accommodation of the departments of manual training and household arts. The school board having provided the accommodation, the Department of Education undertook to furnish the equipment and instruction in manual training and household arts.

The organization of these special lines of work, was, however, still incomplete at the end of the year. By the co-operation of the Department of Education and the school board of Camrose, suitable provision was made for the teaching and supervision of the work in music in the elementary, the high and normal schools. Sufficient funds were appropriated also for providing the nucleus of a good library and the necessary furnishings for the convenience and comfort of the students and staff.

By special agreement between the Department of Education and the local school board, arrangements were made whereby the rooms in the public school would be available for practice teaching purposes;

the teacher in each case being assured of a bonus from the government on account of the special work required in this connection. A principal of the practice school, nominated by the Department of Education and accepted by the Camrose school board, was appointed at the beginning of the autumn term. The practice school staff consisted of the following teachers: Mr. Ralph Gibson, principal; Miss K. Goodfellow, Mrs. Marshall, Miss B. Barnes, Miss MacLennan and Miss F. Fraser.

The staff of the normal school included Miss D. J. Dickie, M.A., who took charge of the work in grammar, composition, literature, history, primary methods, class management, art, reading and spelling; and Principal James Collins Miller, who had charge of the work in psychology, history of education, mathematics, geography, nature study and agriculture, hygiene and physiology, writing and manual training.

Eighteen second class students were enrolled during the term, a number much below the expectation of the department. Of these, fourteen were women and four were men; their ages ranged from sixteen years to twenty-five years.

By the arrangement between the staffs of the two provincial normal schools, all students in training of a particular grade were required to take the same final written examination.

Notwithstanding being somewhat handicapped because of the range of subjects to be covered by a staff so limited in numbers and because of the unavoidable difficulty with the initial equipment and organization of such an institution, the students had an interesting and profitable term. In their practice teaching four were asked to return and demonstrate their improvement after one year's experience in the field. In the final written examination, two out of eighteen failed to reach the required standard.

Before closing this report, I take pleasure in expressing our appreciation of the co-operation and general attitude of the Camrose school board in doing everything possible to facilitate the development of our institution.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) JAMES COLLINS MILLER,
Principal.

II.

REPORTS OF INSPECTORS.

REPORT OF G. F. MCNALLY, M.A., CALGARY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year ending December 31st, 1912.

During the first term of this year this inspectorate was under the supervision of J. A. Smith, B.A. At midsummer, to the great regret of the teachers and trustees of the rural section of the district, Mr. Smith retired from the work of inspection to become Assistant Superintendent of Schools in Calgary. The present inspector has thus had but four months to get acquainted with conditions in this district.

The Calgary inspectorate includes within its borders two hundred and sixty-three schools and departments. It was found possible to visit all the rural and town schools with the exception of three and in addition thirty-one departments in the City of Calgary.

Conditions in the schools in the immediate vicinity of the city continue much as in former years. Practically all the land has been organized into districts and little remains to be done in the way of providing accommodation for the pupils. In some districts not only has little or no improvement been made but property has been allowed to deteriorate. It is incomprehensible that ratepayers in comfortable circumstances, should sit idly by and see their neighbors' children have the advantages of the excellent city buildings while their own have to frequent a building which would be considered a disgrace in a foreign settlement far removed from a great educational centre. Such, however, is the case in several instances within a radius of fifteen miles of the city. Extensive repairs, if not entirely new buildings, are needed at Glenville, Rocky View, Beddington, Dry Creek, Midnapoer, Glenmore and Pleasant Range.

A great tract of country north-east of the city has recently been opened up through the extension of the Langdon branch of the C.P.R. to Bassano, via Irricana, Nightingale and Standard. The irrigation work of the same company has assisted materially in the rapid settlement of this section. As a consequence, about twenty-five schools in this district have been organized less than two years. In nearly every case work has gone forward rapidly and all but two are in operation. No less than ten of these were inspected for the first time during the term just closed. Because of the recent construction of the buildings, conditions are much more satisfactory than in the case cited above. Even in these, mistakes have been made which it will be possible to avoid in the future, when the building plans

proposed by the department, are completed. In this district, settlement is sparse as yet and consequently the enrolment of pupils in many of the schools is very small.

The condition of school grounds in the inspectorate is far from satisfactory. At Airdrie and Bassano, successful school gardens were maintained. In some of the other districts some attempts have been made to grow trees and flowers. In very many more the school yard is allowed to serve as a pony pasture and no further attention is given to the matter. In all but twelve districts the grounds are fenced, so it would be easily possible to have things in better shape.

In very few of the schools is any attempt made to teach the children to play or even to encourage the play spirit. A great apportunity is lost here, through either lack of training or indifference on the part of the teacher. As there is so little opportunity in a thinly settled community for social intercourse among the children other than that presented by the school, the teachers should be alive to their responsibility in this matter. The physical instruction given at the normal schools, should include some training along the line of organized play.

During the year the Roman Catholic Separate School Board in Calgary, opened two substantial four-roomed buildings, well suited to school work. The town of Bassano also completed a very fine solid brick school of four rooms, this building is well planned and well equipped. The Bow River District has a new site of four acres and a new frame school of four rooms, thoroughly modern. New buildings have been opened also at Standard, Elwood, Craigantler, Crowfoot, Hammer Hill, Keoma, Inverlea, Bryn Mawr, Glenbow, Gardner and West Calgary.

It is unfortunate that but few of the districts realize the value of these school buildings from a social standpoint. So little is the idea of general use of the schools appreciated that even the board rarely uses the building for its own meetings. In a few cases the school is the focal point of all the community activities. Where the school building is thus in frequent use and the people come to see the great value of a common meeting place, there is never any difficulty in having the building in good condition, properly equipped and frequently, tastefully decorated.

The past year has been one of unprecedented activity in the City of Calgary. The staff of teachers in the employ of the public school board has grown to one hundred and fifty with two superintendents, a building commissioner and eleven supervisors and special instructors. Fifteen large schools and sixteen of the cottage type are in operation. Four more large schools of the most approved type, with a capacity of not less than sixty additional departments, will be ready early in 1913. Erection will be begun during the year of a new collegiate on Crescent Heights. Every device and convenience known to school architecture will be incorporated, so that it will be one of the most complete buildings of its kind in the country.

One of the most striking features of the work of the city board has been the organization and bringing to a high state of efficiency of evening class instruction. Not less than nine hundred students were enrolled in these classes. Practically every building trade is included in the work offered and the results are most encouraging. Very successful classes for teaching English to foreigners formed a large part of this evening work. In this way the city schools are in some

degree being utilized during the evening, thus preventing in part at least, the economic waste of which so much is heard in these days.

On the 22nd of November the Bassano authorities celebrated the opening of their new school, with a grand concert, to which all the ratepayers were invited. Unfortunately there was no hall in the town large enough to accommodate the numbers who responded to the invitation. A splendid program was presented by the pupils of the school and the function was in every way a success. Early in December the Calgary Collegiate had its annual commencement exercises. At this gathering, presentation was made of the departmental certificates, field day prizes and other prizes which had come to the school from participation in outside competitions. The exercises gave evidence of excellent work having been done. School boards and teachers too frequently neglect these opportunities of giving the ratepayers the privilege of seeing some of the results attained from the expenditure of the money so generously supplied for educational purposes.

A convention of the Olds, High River and Calgary inspectorates was held in this city in October. The attendance of teachers was not so general as could have been desired. It was agreed to continue the present arrangement for another year and endeavour, by the use of more general advertising, to get a larger representation of the rural school teachers for the next gathering.

No attempt will be made to summarize the standing of the various subjects in the schools of this inspectorate until time is had for further investigation.

In the two inspectorates, something over two hundred and twenty teachers were visited during the year. It is a pleasure to report that in nearly every case, a high sense of duty, considerable skill, and devotion to the interests of those in their charge, were manifest. In fact, the average of efficiency and devotion to duty will compare favourably with that of any other profession in the province. This new country has great reason to be proud of its teachers.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) G. F. McNALLY,
Inspector of Schools.

REPORT OF J. A. FIFE, B.A., M.Sc., EDMONTON INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year ending December 31st, 1912.

This inspectorate covers a very large area in the northern and north-western parts of which the schools are far apart and difficult to reach except during the autumn and winter.

At the beginning of the year there were in the inspectorate ninety-seven graded departments with five supervisors and ninety-two rural districts, and at its close one hundred and twenty graded departments with six supervisors and one hundred and two rural districts. The increase in the number of rural districts has chiefly been in the more outlying parts of the inspectorate. The City of Edmonton added during the year twenty-five teachers and one supervisor to its teaching staff.

The qualifications of the teachers, so far as they were inspected, were as follows:

University degree of B.A. and 1st class certificate	14
University degree of B.Sc. and 1st class certificate	1
First class certificate without degree	22
Second class certificate	71
Limited third class certificate	8

The number of permits granted in the inspectorate was smaller than during 1911 while the number of teachers with university degrees remained about the same.

The excellent service done by our normal schools is bearing rich fruit in the schools of the province. Although the term of instruction is short, the work covered by the students is such that it gives them a grasp of educational principles and a knowledge of methods which helps them to make, in most cases, a good beginning in their schools. The methods which they use are largely those recommended by the lectures in the normal schools and one often finds in the teacher's possession a magazine or book, outside of those regularly prescribed, which she has seen in the normal school library.

During the year I have observed decided improvement in the teaching of writing, arithmetic, composition, paper folding, basketry and colour work; and now that we are to have summer schools established, no doubt there will soon be marked improvement in the teaching of agriculture and nature study.

The quality of the school buildings in the rural districts is slowly inproving but there is still much room for betterment in facilities for heating, lighting and ventilation. I am still of the opinion that the department should exercise some control of the kind of school which a district may build. In the city, the previous high standard of building has been improved, so that our newest buildings are the best. The Parkdale, Donald Ross, Ritchie and Bennett were the new permanent schools of the year and four room additions were made to Alex. Taylor, McKay Avenue, and Queen Alexandra schools. Of the temporary class: Westmount No. 2, Norwood Extension No. 2 and the Highlands No. 2 were built, and Syndicate Avenue No. 1 was remodeled. The permanent schools and additions built under the board's efficient architect, are fine brick structures, beautifully finished and with up-to-date equipment. The temporary schools are neat comfortable buildings and suitably serve the needs of the communities round them.

Respectfully submitted,

(*Sgd.*) J. A. FIFE,
Inspector of Schools.

REPORT OF P. H. THIBAUDEAU, B.A., LACOMBE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Lacombe Inspectorate for the year 1912.

Speaking in a general way, this inspectorate comprises townships 40 to 44, inclusive, between range 16 of the fourth meridian and range 5 west of the fifth meridian; the latter being the limit of schools on the west. During the year five new districts were formed within the territory, and one additional department was opened.

About sixty per cent. of the rural schools were in operation all year, a slight increase over last year. Eighteen districts did not operate their schools during the year. In nine of these the school house was not built, the chief cause being the impossibility of hauling the material, owing to the extremely wet weather. In one of the districts where school was not in operation at all during the year, there were nine children of school age. This is not enough to force the trustees to open the school; but one feels it is a great injustice to these children that they should be left all year without any opportunity to get an education.

The number of "permit" teachers was again reduced to my considerable satisfaction. As scarcely one-fifth of these do at all satisfactory work the chief purpose served by the remainder is to "perpetuate stupidity and keep down salaries." If our salaries were higher we would get more teachers from the East, and have more enter the profession from our own province. The great difficulty is to supply teachers for schools wishing to open in February and March. If school boards would endeavour to open their schools at the beginning of the term, and not weeks or months after the majority of schools have opened, they could nearly always secure qualified teachers.

The "short term school" is easily the greatest weakness in our educational system. These schools get nearly all the permit teachers, rarely keep the same teacher a second term, and are not kept open long enough for the pupils to get interested in their studies. Very few of their pupils reach higher than the sixth grade, and it is a rare thing that they turn out a pupil for any of the professions.

The new buildings erected during the year have been very satisfactory, being properly lighted and ventilated, equipped with single desks and plenty of blackboard. Bashaw and Donalda each erected such a neat, well laid out, two-roomed building.

School grounds have been improved but little, nor do I expect much improvement until our teachers remain longer in the same school, until more school grounds are fenced, and until those that are fenced have the gate kept securely fastened and the fence kept in repair during the summer holidays.

The nonpayment of taxes has been a great drawback to many districts. I expect that the operation of The Rural Municipalities Act will greatly lessen this difficulty, as the collection of the taxes by one official for nine townships will eliminate the local and personal element in the enforcement of payment.

Towards the close of the year The Truancy Act was being partially enforced; but a few prosecutions of the worst cases are badly needed to awaken many neglectful, unnatural and cruel parents to the sense of their duty in regard to the proper treatment and education of their children.

I have found the British teachers much better trained in music, drawing, manual work and literature than our own or eastern teachers; but far weaker in discipline and use of the blackboard; and, contrary to what one might expect, those who have specialized in kindergarten work are very weak in primary methods.

The new course of studies is giving good satisfaction. It is far more full and definite than the former one. The discussion of methods in the opening paragraphs of each subject is especially helpful to the teacher.

Few teachers have a satisfactory timetable. About one-third have none at all, and scarcely one timetable in twenty fulfils the requirement of the school law by showing how long each class is taught.

There is some improvement in the teaching of the different subjects, but the weaknesses are the same as noted in former reports. Spelling is still tested, not taught. The reading is still characterized by quantity rather than quality. Literature is neglected. Arithmetic should be made more mental and practical. Pupils in ungraded schools below the eighth grade know very little history. Many teachers are neglecting the teaching of writing. Oral composition should receive more attention, and the language of the pupils at recess, especially on the play ground, should be watched as carefully for bad grammar and faulty English as is his written work.

Few teachers get out at recess and play with their pupils. I consider this a great weakness. I get many complaints from parents of the larger boys abusing the smaller ones on the play grounds, and using very rough language. We talk a great deal at conventions and read in school journals of "developing character and training for good citizenship," but what character are we developing by merely making a boy sit quietly when in the school room at his studies, and letting him run riot in language and deed on the playground?

Our ninth annual convention was held in Lacombe on Thursday and Friday the 26th and 27th of September. For both attendance and discussion it was the best yet held in the inspectorate. Very helpful papers were given by Principal Carruthers, Inspector Scott and Superintendent McCaig.

The new text books in arithmetic, geography, grammar and hygiene have been received by the teachers with approval and satisfaction.

There has been some improvement in every phase of education in the inspectorate, while in many lines the advancement is easily noticeable and very gratifying.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) P. H. THIBAUDEAU,
Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A., VEGREVILLE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1912.

At the beginning of the year there were one hundred and thirty-five districts and twelve graded departments in this inspectorate, and one district and one graded department were added during the year.

Nine school buildings were erected in rural districts. The new Vegreville district erected an addition to their building containing four class rooms and a commodious assembly hall. Provision has been made for play rooms in the basement. A modern heating and ventilating system serves the whole building.

The school buildings throughout the inspectorate are nearly all substantial and comfortable. There are only two or three log buildings. The equipment is on the whole fairly sufficient for present needs. The grounds, in nearly every case, consist of two acres. Many of the schools have stables and quite a large number have horses for the accommodation of the teacher. In most cases the grounds are fenced but, except in few instances, nothing has been done towards beautifying them. With two or three exceptions nothing has been done in the way of tree-planting. The Soda Lake school has over sixty Manitoba maples growing and doing well. In a few cases some attention has been given to school gardens with fair success.

There are quite a number of schools that either have no water supply or an unsatisfactory one.

About half the schools in this inspectorate are purely Ruthenian schools and in a number of others the Ruthenian element predominates. There are also a number of Scandinavian and one or two German schools. In these schools for quite a time the chief work is to teach the English language. Until a pupil acquires a considerable English vocabulary his progress in other subjects is necessarily slow. From the fact that most of the children hear no English except in school, and that most of these schools are open only in summer, many only for four or five months, and that even then the attendance is, in many cases, irregular, progress is slow for a time. In schools where some of the pupils have reached a standing of say, grade V, the progress of all the pupils becomes much more rapid. However, in spite of difficulties progress is being made, and in some cases the progress is surprising.

The greatest difficulty has been to get satisfactory teachers especially for the foreign schools. It seems, if anything, that the number of permit teachers is increasing. Quite a number of the foreign schools have been taught by university students. Most of them have shown themselves earnest, energetic and resourceful, yet many of them are untrained and inexperienced, but the worst feature is the shortness of their stay. In many cases schools lose two months in the spring and the same in the fall.

Most of the schools in English speaking districts are conducted pretty well in accordance with the regulations and the work is being

adopted to the new course of study. In foreign schools, in the early stages, some latitude is necessary. It requires some time for a pupil to become able to use a book and the language teaching is largely objective in method.

The ordinary subjects are, on the whole, pretty well taught. History and composition seem least satisfactory. The work in the latter seems unsystematic and haphazard.

High school work has been done in the public and separate schools in Vegreville, Lamont and Ryley. The candidates from the schools did very satisfactory work at the departmental examinations.

A teachers' convention of the Vegreville and Vermilion inspectorates was held in Vegreville on October 24th and 25th. There was a fair attendance, and the papers and discussions were helpful and interesting.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) J. C. BUTCHART,
Inspector of Schools.

REPORT OF H. R. PARKER, B.A., VERMILION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vermilion Inspectorate for the year 1912.

Organization and building have kept pace with settlement. Fifteen new districts were organized and eighteen rural districts had schools in operation for the first time during the year. The ventilation, lighting, capacity and finish of the new buildings are superior to the old.

The equipment of the schools throughout the district is generally good. Little attempt has been made at improving or fencing the school grounds.

About twenty-five schools were in operation for the entire year. Several districts purposed opening school in March but were unable to secure teachers until May or June. The majority of schools remaining closed the whole year were in the Ruthenian and Galician settlements. Practically none of these schools, except those in charge of an official trustee, or of a secretary who virtually discharged the duties of such officer, attempted to hold school or to make any progress in building operations. Seven districts, each having from twelve to forty children of school age, and which were organized prior to March, 1912, made practically no progress. Eight others have buildings completed but failed to operate. A strong sentiment that their schools should be conducted by Ruthenian teachers and in the Ruthenian language is developing among these settlers. In one instance the school was conducted entirely in Ruthenian. In the French-Canadian schools the work has been, generally, quite satisfactory.

The new programme of studies was not in general use until the last half of the year. It seems to meet the requirements of graded schools with experienced teachers more fully than the former programme.

During the year forty-six, out of a total of one hundred and twenty-two teachers, have been working under "permit." This is an increase of over fifty per cent. above the permits issued for the district in 1911. The work of the teachers from the British Isles has been quite satisfactory during the year.

Some improvement was noticeable in the results of the teaching in writing and physical drill. The work in reading, drawing, and arithmetic has been very fair. Composition and grammar are frequently weak. The work in geography, history, nature study and spelling varies from bad to excellent.

The work of the superintendent of neglected children is improving the regularity of attendance although much remains yet to be accomplished.

All districts in the inspectorate were visited.

A joint convention of Vegreville and Vermilion inspectorates was held at Vegreville October 24th and 25th. It was well attended. A large measure of its success was due to the assistance of Mr. McCaig, Superintendent of Edmonton schools, and Dr. Miller, Principal of Camrose Normal School.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) H. R. PARKER,
Inspector of Schools.

REPORT OF F. L. AYLESWORTH, B.A., OLDS INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Olds Inspectorate for the year 1912.

It is a matter of great satisfaction to me to be able to report improvements and progress in my inspectorate along several lines during the year just past.

Thirteen new rural districts and three new town departments have been erected during the year. Five additional university graduates were employed in the town schools in 1912.

A movement meeting with marked success, for the better improvement and beautifying of both rural and town school grounds was set on foot by two generous and enterprizing citizens of Olds, Messrs. Cloakey and Hainstock. These gentlemen have put up for competition from year to year two beautiful silver cups. These cups are held in trust for a year by the rural and town school districts respectively,

having the best improved and best cared for school grounds in the Olds inspectorate. Didsbury town school and Innis Lake rural school won the cups for 1912.

Several of the old rural school buildings have been repaired, tastefully painted, and more adequately equipped during the current year.

The old Hainstock School District No. 310, has abandoned the old school building, and has erected a beautiful new modern building which is a great credit to the district.

Many of the rural school districts have discarded the antiquated system of heating by stoves and have installed a new modern up-to-date system of heating and ventilation, on the same principle as the Waterbury or Smith systems. Lone Pine, Springside, Hainstock, Rosebud and Mayton districts are among those who have made this very laudable change.

There has been an increase in the number of rural school boards who have awakened to the fact that it is advisable, in the interest of ordinary decency, to pay strict attention to the cleanliness of the school out-buildings, and to the screening of the same. The writer noted many screens to closets in 1912 which were not in evidence in 1911.

At least two new wells were sunk on rural school grounds in my inspectorate in the year 1912. Thus some improvement has been made relative to the provision of suitable drinking water for the use of the boys and girls of the rural schools but there is room for still greater improvement—several schools visited had no provision for either drinking or wash water.

Evidence of improvement in the schools in regularity of attendance and in punctuality, as well as progress in acquiring a working, practical knowledge of the common branches, is not so easily discernible.

Considerable pressure is necessary to induce rural parents to send their children regularly and punctually to school. However, in many cases in my inspectorate, when the superintendent of delinquent and dependent children has been appealed to, his letter to the parent has been effective. In the writer's opinion, a great deal of the tardiness of rural school pupils is caused by the teacher's lack of punctuality, and of promptness in opening school sharp on time. The writer has arrived at schools as late as 9.45 having passed several pupils on the way to school, and has found those already there playing about the school grounds, and this in fine summer or autumn weather. This lack of punctuality on the part of the teacher cannot fail to influence the life of the whole school, fostering loose, unmethodical habits of work and discipline.

Progress in the common branches in the graded town schools, both in the public and high school departments, is more easily determined than it is in the rural schools. Records of pupils' work are more methodically kept. Exercise books are preserved, and the results of weekly or monthly tests are available. But in the rural school this seldom obtains.

The writer likes to think that during 1912 some real progress has been made by the pupils of his rural schools, in such important subjects as writing, spelling, oral reading, practical composition, and in accuracy and rapidity in the use of the simple rules of arithmetic. Improvement in these branches was noted in several rural schools.

The lack of a manual of instruction in writing seems to hamper many of the teachers. Others are struggling with the Alberta Public School Speller, and do not seem to know how to use it properly. Oral reading and practical composition, in its relation to letter writing, are receiving greater attention in my inspectorate than formerly. There is still much room for improvement in practical arithmetic.

Nature study and agriculture of a practical character are receiving little or no attention. School gardens would be a great boon for the rural school. Apart from the additional knowledge and power to the pupils, that these school gardens would yield, they could be made to be instrumental in improving the regularity and punctuality in the schools.

A few of the rural and town schools in my inspectorate are giving considerable attention to physical culture and drill, in accordance with the authorized syllabus of physical exercises. Didsbury, Mayton and Drumheller school districts deserve special mention in this regard.

The newly authorized texts are now in use in the majority of the town schools, and are gradually being introduced into the rural schools.

One of the very puzzling problems in connection with the rural school particularly, and perhaps to a less degree with the town schools, is the matter of securing and retaining—especially in the latter—the services of qualified and competent teachers. School boards are constantly experiencing difficulty in securing suitable, or indeed any, teachers. Many rural school boards resort to the employment of "permit" teachers, and find them on the whole, unsatisfactory. And even when a qualified teacher has been engaged, there is no assurance that she will not leave at a minute's notice. A very competent lady teacher in my inspectorate signed her contract with a rural school board about the middle of August. She resigned on the 6th of September, for personal reasons only, as everything in connection with the school work was going smoothly. In another of my rural schools, from March, 1911, to the fall of 1912, four different teachers were employed. In one of my town schools the same position was filled by four different teachers during the year 1912.

It would appear that some system of registration of teachers in this province might be inaugurated whereby school boards and teachers could more readily be brought in touch with one another, and thus facilitate the placing of teachers in a manner more satisfactory to all parties concerned.

Also, strict regulations could be enforced relative to the engagement of teachers by school boards, and regarding the length of time the teacher shall be required to hold office in the one school.

Many teachers have complained to me of the inability of school boards to pay their salaries. In this connection I would say that many rural boards of trustees find great difficulty in financing their districts.

I believe that where there are several schools in close proximity to one another—as in the case in various sections of my inspectorate—consolidation is the most helpful and effective solution for the many problems these rural school boards have to struggle with at the present time.

In conclusion, I would say that the teachers of the Olds inspectorate joined with the teachers of the High River and Calgary inspectorates in a very successful convention in Calgary on the Thursday and Friday before Thanksgiving. The joint convention is known as the South Central Alberta Teachers' Association.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) F. L. AYLESWORTH,
Inspector of Schools.

REPORT OF C. SANSOM, B.A., MACLEOD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on educational conditions in the High River Inspectorate for the year 1912.

As the greater part of the inspectorate is quite fully organized the year was not marked by great activity in the erection of new districts. The greatest development occurred in the eastern part of the inspectorate and considerable activity may be looked for here in the future. This section of the country has been at a great disadvantage as to railroad accommodation. The prospects are considered good for a line in the near future, but in the meantime the educational interests will have to suffer. Not only are there many children in unorganized territory outside the range of any school, but it is found impossible to keep many of the existing schools in operation. Qualified teachers do not find it necessary to go so far from a station and as a rule these schools are conducted by "permit" teachers drawn from the homesteaders and others living in the community.

In regard to educational conditions, generally there is little to be noted by way of change over the previous year. The great majority of the teachers are doing as good work as can reasonably be expected. Many of the rural teachers are very inexperienced and in some cases they are labouring under conditions that are far from encouraging. While some of these conditions are beyond the teacher's control, there are many which it is her privilege to improve; and if it would seem apparent at times that certain teachers are not doing all they might along these lines, it must be remembered that in the majority of rural schools the teachers are new at the work and do not yet realize what it is in their power to accomplish. It is an unusual thing thing to find an experienced teacher of recognized ability at work in a rural school. Of 94 rural teachers twenty were teaching on permits, fifteen on third class certificates, forty-one on interim certificates, and only eighteen or less than one-fifth of the whole number had permanent standing.

While very many school boards are making a praiseworthy effort to keep school open for the whole year it still remains that the abuse

of the summer school system constitutes a very serious handicap to educational progress in this inspectorate. In forty-seven rural districts no attempt was made to keep the school open for the whole year and in considerably more than half of these the enrolled attendance was more than ten. In some cases the enrolment was more than twenty. Too often the board assumes that the requirements have been met when the school has been kept open for 120 days and almost any excuse is considered sufficient for closing the school the balance of the year. In a few cases where there were less than ten children to attend, it was found impossible for those interested to get the board to take any action toward opening the school.

In only one rural school has a serious attempt been made to do any tree planting or gardening on the school premises. This district is the Mayview school district, No. 2011. The teacher, Mr. R. L. Pretty, takes an active interest in this phase of school work and as he is well supported by the board he has been able to make considerable progress during the last two years. Hedges and trees were planted and gardens set out, each pupil having his own plot of ground. It is very generally assumed that it is impossible to do work of this kind in this part of the country but the success of this experiment proves that this position is not well taken. It would seem that natural conditions form no insuperable barrier to this line of work and that the essentials are some degree of permanency and a progressive attitude on the part of the teacher, and a board that is in sympathy with work of this kind.

In the town schools very satisfactory progress is being made in the academic subjects. New and excellent school buildings were erected in Okotoks and High River. A second department was added in the Cayley and the Vulcan schools.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) C. SANSOM,
Inspector of Schools.

REPORT OF WALTER SCOTT, B.A., HARDISTY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report for the Hardisty Inspectorate for the year 1912.

There has been steady progress in this inspectorate in a material way during the year. Most of the land is now fenced and in consequence the trails are required to keep to the road allowance. This has resulted in very great improvement in the roads. This is particularly noticeable around Strome, Killam and Sedgewick. The main line of the telephone system has been extended from Hardisty through Provost to the Saskatchewan border. A network of rural lines has been constructed westward from Hardisty. Many of the schools have installed the telephone enabling parents to keep better track of their children. Provincial bridges are being constructed across the Battle River. These have been very much needed and will be a great improvement.

In many cases trustees have found it very difficult to secure qualified teachers. There has been material advance in salaries, still the number of permit teachers is large. For the most part these are poorly qualified. A large number of students from eastern universities have been employed, but as a rule they do not make satisfactory teachers. They are more interested in their studies than in their schools. The school term in many of the rural districts has been lengthened considerably, and the outlook in this respect appears to be good.

As a rule the yearly schools have done good work. They have the best teachers, the attendance is much more regular and the parents take more interest in the work of their children. The attendance during the winter months in these is often more regular than during the summer months. Many of the short-term schools are also doing excellent work, but in many of them the work is not satisfactory. The new system of grading has been introduced in all the schools and will result in better classification. Owing to the constant change of teachers the classification cannot be said to be satisfactory. This is perhaps the weakest feature of our rural schools. In several cases I have turned pupils back, but have only interfered where the classification was exceptionally bad.

For the most part reading, spelling, literature and geography are well taught. The stronger teachers succeed in arithmetic. Very little nature study is taught and it has a very limited relation to agriculture. Composition is not systematically taught as a rule but considerable work is done of a practical nature. The teachers appear to be doing their best to carry out the course of studies in history. Considering the difficulties that both teachers and pupils have to contend with in a new country, our schools on the whole are doing reasonably good work.

Generally speaking, boards of trustees take excellent care of the school property and improvements are made as finances allow. There are instances, however, in which this is not the case. Schools are used for purposes other than those of education, and considerable damage is done to furniture and equipment. In many cases the doors are left unlocked and general carelessness is quite apparent. In this inspectorate there are two schools which have been grossly neglected in these ways.

The number of fenced yards is increasing and much better fences are now being built. Large cedar posts, page wire and excellent gates are replacing willow posts, barb wire and primitive gates. A good fence is necessary for the protection of school property from range horses and cattle. Many of the districts have begun tree planting. For the most part the trees have not lived, but in several districts they have been a complete success. This shows that the methods of planting are the causes of failure.

The fourth annual convention of teachers was held at Killam on October 24th and 25th. It was not as largely attended as in previous years. An excellent program was provided largely by the teachers. Inspector Thibaudeau gave a fine address from his experiences as a teacher and an inspector. Miss Fisher, of the Calgary Normal School, gave two excellent papers on reading. The teachers arranged to have prepared a set of examination papers covering the work of grades I to VIII. These are to be used in assisting the teachers in classifying their pupils.

It was also decided to secure a teachers' library. Only works distinctly educational are to be procured. There are to be no works of fiction. Already over one hundred dollars worth of books have been bought. These are to be kept at Hardisty and sent out to the teachers as required.

Arrangements were also made for improving the teaching of nature study and for relating this work to local agriculture. Hon. Charles Stewart, M.L.A., very kindly donated an annual prize of fifty dollars for the encouragement of this feature of school work. There are several teachers in this inspectorate who are specialists in nature study, school gardening and agriculture. These are to assist the other teachers to improve both the content of instruction and the methods of teaching.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) WALTER SCOTT,
Inspector of Schools.

REPORT OF J. W. BROWN, B.A., MEDICINE HAT INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of educational conditions in the Medicine Hat Inspectorate for the year 1912.

This inspectorate extends from Saskatchewan on the east to range twelve on the west and from the International boundary on the south to the Red Deer River on the north.

In illustration of the rapid development, educationally and otherwise, taking place in the south-eastern part of the province, I may mention that seven years ago this inspectorate extended from Saskatchewan to British Columbia with an average width of about ninety miles but contained no more schools than those within its present confines.

It will readily be inferred that many new schools have been built in this district within the past year or two. This has been attended with several difficulties, some of which might easily have been avoided. One of the most prevalent of these was caused by the method of letting contracts for building schools by day labour in order, as was alleged, to keep the money in the district and get the school house erected more cheaply. This may have the former effect, but seldom the latter. The trustees usually take a prominent part in this method of saving money for the district, but eventually some ratepayer, with a grievance, makes the discovery that the trustees violated The School Ordinance by so doing. Then the trouble begins and it is not long before most of the ratepayers are divided into two hostile camps.

The penalty for transgressing the law in this way is disqualification of the trustees, but such punishment has no terrors as the office by

that time has lost most of its attractiveness and besides their friends may re-elect them after the necessary notice has been given calling a meeting to fill the vacancies thus created.

A number of districts where new schools have recently been built are in financial difficulties brought about in this way. There is a commendable desire on the part of most trustees to build good schools, for this reason, in addition to others previously mentioned, the actual cost of school house and equipment usually exceeds the debenture loan considerably. Then there is the difficulty of collecting taxes, caused by real inability of some of the ratepayers to pay and unwillingness on the part of others owing to dissensions in the district. It is hoped that the working out of the present municipal system will in some degree solve this complex problem. Better still would be the application of the principle of consolidated schools and by the way, this would solve the "permit teacher" problem as well.

While most of the new schools are a credit to the community it is regrettable that many are spoiled in the matter of lighting. This is caused by lack of faith in the departmental regulations governing this point. The trustees are willing enough to put the prescribed number of windows in one side but just to effect a compromise for an evident blunder, as it were, will put, say, half as many in the other side and then just for fear they have conceded too much will put two small ones in one end and a fan light over the door in the other.

The number of teachers holding permits has greatly increased in this inspectorate and I fail to see any immediate prospect of improved conditions regarding this. Except in very few instances the trustees have made honest efforts to secure qualified teachers, but without success. There appear to be enough desirable positions for the latter class of teachers without their going a great distance from a railway point.

In the face of conditions such as these it would be too much to expect the best results within the school rooms in many of the rural schools, besides a large number of pupils come from various states of the union, with diversified accomplishments, and when such pupils are placed in charge of an untrained teacher, it makes proper classification, organized systematic work, impossible.

Speaking of the towns and cities, it is worthy of note that Redcliff opened a modern four-roomed school, thoroughly equipped, which is a credit to that ambitious "Smokeless Pittsburg," while Medicine Hat has been making strenuous efforts to keep pace with ever increasing accommodation requirements.

Adequate provision has been made in the latter city for the extension of the course in manual training, domestic science, music and art, each being under the supervision of a specialist in that department.

Through the courtesy of the school board and the superintendent, the Medicine Hat schools were thrown open to visiting teachers on the first day of the convention for observation purposes. We feel grateful for the kindly manner the teachers of the city schools received the visitors who assured us that a profitable day was spent. A number of excellent papers were read and addresses given on the second day, and though the attendance was not a source of congratulation, yet on the whole the convention was a decided success.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) J. W. BROWN,

Inspector of Schools.

REPORT OF A. HARTLEY, B.A., CASTOR INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Castor Inspectorate for the year 1912.

The area included in the Castor inspectorate has been settled quite recently. Looking over the numbers of the school districts it is evident that not more than ten districts had been erected, in all this territory, five years ago. Yet today the whole region from the Battle to the Red Deer Rivers, and including sixteen ranges from the fourth meridian westward, is generally settled. The eastern and southern parts of the inspectorate are still only sparsely settled.

At the beginning of the year, only thirty-five miles of railway were in operation in this territory. There are now nearly two hundred miles that have some kind of a service. The Canadian Northern Goose Lake road runs across the southern part of the inspectorate, while the Canadian Pacific Lacombe Branch is now operated as far as Consort in range 6.

Sixty-six new school districts were organized during the year. Towns and villages have also grown up along the railways. Coronation has become a prosperous town, and will erect a large brick school during 1913. Consort and Veteran, on the Canadian Pacific Railway, and Hanna, Youngstown and Oyen are thriving places on the Canadian Northern Railway.

Last year, in my report to the Minister of Education, I pointed out that the square school district is of unfortunate shape. This year I have been more and more impressed with this fact, as well as with the unfairness in requiring one child to go four or five miles to school while another only needs to go half a mile. Yet both parents pay the same tax.

I beg to attach to this page, above, a small map showing how school districts could be formed (approximately) so as, in a measure to remedy the above unfairness. Under this plan the following advantages would follow:

1. Each school could be on cross-roads.
2. Each school district would include 24 sections.
3. Each quarter section would be within three miles of a school.
4. The expense and labour connected with organizing districts would be largely done away with.
5. As each district would be one-third larger than the average district now, each could have at its disposal 33⅓ per cent. more money without the taxes or the government grants being increased.
6. Schools would have larger attendances.
7. Fewer teachers would be required.

Thus the financial difficulties of rural school boards could be solved. The problem of transportation of children to school would be partly solved, and the social condition of the rural population improved.

In districts where unique conditions prevail, consolidation of schools has, I believe, been found practicable. In our rigorous climate I see great difficulty in its general adoption.

No doubt the best time to have adopted the plan I suggest, was at the time of the survey. It is never too late, in my judgment, to re-arrange districts and schools according to the above plan.

During 1912 numerous new schools have been erected. Every one of them is built of lumber. Most of them are neatly painted and have a creditable appearance.

I do not believe there is one rural school in my inspectorate that has even the minimum window area recommended by the department. If all our rural school trustees were required to submit the plans of their school houses to some official of the department for approval, before building, this lack might be remedied.

In a new inspectorate little can be expected in the way of beautifying school premises. Almost nothing of any permanent value has been accomplished in this direction. In a few cases the teacher and pupils have planted trees. I do not think one of these trees is growing today. It seems to me advisable to make a portion of the government grant payable each year only when a definite number of days' labour has been expended in that year, in beautifying the school grounds.

Of the 112 teachers who taught in this inspectorate during the year, 78 held certificates and 34 taught on permit. Most of the permit teachers had had some teaching experiences in some of the States to the south of us. Some of them did good work, but the great majority of them appeared to have no professional training of any value.

The short term school, necessitated by the state of the finances, furnishes a very unsatisfactory education in many districts. Frequent changes of teachers in many rural districts help also to retard the progress of pupils.

Many teachers expressed to me their appreciation of the new course of studies.

I found a good many newly opened schools, that had been unable for weeks to get a supply of the Alexandra readers.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) A. HARTLEY,
Inspector of Schools.

REPORT OF J. MORGAN, B.A., MACLEOD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report for the year ending December 31st, 1912.

For the first ten months of the year I was employed in the Macleod inspectorate, and for the last two in the Lethbridge inspectorate.

In the former, eight new school districts were organized during the year leaving very little unorganized territory. Seven additional teachers were engaged in urban centres.

Twelve permits were issued but most of the persons receiving them had had some experience in teaching so their work was fairly good. The average salary paid in rural districts was about sixty-five dollars a month. This was sufficiently high to attract teachers so that scarcity was experienced only occasionally during the year. Some of the boards in towns and villages had difficulty in securing principals for their schools, although the salaries offered were quite liberal.

The new buildings erected during the year have been well designed and the equipment purchased has been of good quality and generally up to the minimum requirement of the department. On the other hand I have found it rather difficult to secure improvements in older districts owing to the scarcity of money.

Taxes came in slowly during the past two years and it was not unusual for me to find arrears of from $500.00 to $800.00 on the books of the secretary and to learn that the credit of the district was exhausted at the bank and that there was no money to pay the teacher. Few secretaries are willing to sacrifice the goodwill and friendship of their neighbours by collecting taxes by distress.

Irregularity of attendance was very common and in some cases it led to schools being closed, for boards felt that it was scarcely worth while keeping teachers when many pupils in the districts were receiving little benefit. In the towns the boards all took advantage of the provisions in The Truancy Act and appointed truant officers, and very satisfactory results followed.

In February the department placed the new course of studies in the hands of the teachers and it was everywhere well received. Already it has effected a marked improvement in the character of the school work. Little difficulty was experienced in changing from the eight standards to the twelve grades.

Regarding individual subjects, I may say that arithmetic was taught well generally. In reading and literature there was a marked improvement. The directions given to the teacher for her guidance in elementary work and also in the use of supplementary reading have given her definite and also broader views on these subjects.

The teaching of language, both oral and written, was given more prominence than formerly and the methods used in instruction showed more careful thought on the part of the teacher than in former years.

In geography, history and civics the character of the work was quite encouraging.

The teaching of agriculture, nature study, drawing and manual training has not been satisfactory except in the case of teachers who have had training in these subjects in the normal schools within the last year or two. Lack of knowledge on the part of the teacher is the cause of the failure. If it were practicable for the department to establish summer schools for the training of teachers in these subjects during the month of July I have no doubt they would be largely attended and would solve the difficulty.

Where the prescribed course was followed in writing excellent results were secured, but unfortunately many teachers neglect this subject.

A number of the younger men teaching in my inspectorate took the course in military training in Calgary in July. During the fall term I found these men enthusiastic and energetic teachers of physical culture and military training. They showed snap and energy in the teaching in the school-room and their pupils gave ready and cheerful obedience. The benefits derived are both physical and moral.

In the autumn a convention was held at the town of Claresholm. Dr. Tory, President of the University of Alberta, and Mr. Loucks, of the Calgary Normal School Staff, were present and gave instructive and inspiring lectures. Several local teachers contributed excellent papers.

As a rule the work of the graduate of the Calgary Normal School has been satisfactory so it gave me much pleasure to hear that you had opened a second provincial normal school in September. No doubt the graduates of the Camrose Normal will add materially to the strength as well as to the numbers of the teaching body of the province.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) J. MORGAN,
Inspector of Schools.

REPORT OF J. F. BOYCE, B.A., RED DEER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit the following report on this inspectoral division for the year ending December 31st, 1912.

Nearly all the land within this inspectorate excepting on the eastern and western outskirts is now incorporated in some school district. This accounts for the fact that only six new districts were organized during the year.

Throughout the inspectorate there has been steady progress in the material things relating to educational affairs. Here and there the school grounds have been cleared, broken, harrowed smooth and seeded, or a good fence built, a stable erected, a well drilled. Occasionally a small school garden—an indication of special training on the part of the teacher or a desire to be abreast of the times—has lent brightness and interest to the school and its surroundings. In some districts the school has been painted, a foundation placed under the building or equipment added. In others the proceeds of an entertainment have been devoted to the purchase of pictures for decoration or books for library purposes. In only one instance was there evidence that the building and furniture had suffered damage through abuse of the privilege of using the school for social functions. In those cases where no perceptible progress has been made the fact may be ascribed to a financial stringency of the districts' affairs rather than a wilful neglect on the part of the trustees. It is a gratifying feature of the work to report a very creditable desire on the part of trustees to erect a good type of building when a new school is required.

While progress in material things both in relation to the schools and the country generally is everywhere apparent it is an unfortunate fact that outside of the towns and some of the yearly rural schools the nature of the work done and the results attained are far from satisfactory. It is commonly the fate of the short term school to change teachers every season or oftener. Then the difficulty of securing a teacher when required is, to begin with, a very serious drawback. Too frequently it falls to the lot of the schools to get unqualified and inexperienced teachers. And when the foregoing difficulties are followed up by irregularity of attendance, poor classification, hazy ideas of teaching and sometimes indifference of the parents, it is no wonder the results, or rather, the lack of result, is lamentable. While these are some of the discouraging features of inspection there is also a bright side. In some out-of-the-way districts the keen desire for an education is most gratifying. Children who have not had the privilege of attending school until ten or twelve years of age and those who have been deprived of school because of living in unorganized territory a very long distance from a school in operation are so deeply interested they would attend school on Saturdays and holidays if permitted. Taken all in all the rural school problem especially on the outskirts of settlement is the most difficult matter with which the educationalists of the day have to deal.

With reference to the actual work in the schools, it is not an easy matter because of the conditions prevailing throughout the country to be at all positive as to the general progress of the pupils. When schools some distance from the centres are not in operation at the time the inspector is in the vicinity there is a strong probability they will receive an inspection only once in two years. Not infrequently the inspector finds a new teacher in charge on the occasion of his second visit to a school. Then, too, the people seem to be continually moving in and moving out of the districts so that the attendance at some schools changes almost as often as the teachers. Considering the wide area of the inspectorates, the large number of schools in each inspectoral division, the frequent change of teachers, the shifting population and other incidental conditions such as bad roads, long distances to school and irregular attendance, it will be readily seen the inspector can form only very general impressions of the general progress of the classes in the majority of his rural schools. It is strange yet true that, notwithstanding an inspector may have visited some districts ten or twelve times, because of very material changes of the nature mentioned above each visit is practically the same as his first visit to a newly organized school. It would be a great boon to rural education if an inspector had only about seventy-five schools in order that he might visit more frequently, remain longer, become better acquainted with the pupils and people of the district and be more helpful generally to the teacher, trustees and all concerned. In a word rural school inspection would be more or less similar to supervision as in operation in the towns and cities.

Taking a general view of the inspectorate my general impression is that reading, literature, spelling, arithmetic and geography as distinct from nature study are pretty well taught. There is improvement in the subject matter and method of treatment of composition and history though civics is not receiving the attention it deserves. Drawing and music are taught only incidentally in the rural schools. Only those teachers who have had training or have ability along these lines attempt to give any instruction at all in these two subjects. Physical culture is pretty well taught in thirty or forty per cent. of

the schools. Some of our own teachers have attacked this subject which is new in our schools and are making good progress with it, but many others have not yet seriously undertaken it. The British teacher on account of having received a good training in the schools at home usually excels in teaching physical culture, drawing and music. The change from the vertical finger movement to the slant free-arm movement has left much confusion in the minds of many teachers as to the best method of teaching writing. The authorization of a book of instructions and a series of graded movement exercises would be helpful to the teacher. It cannot be said that nature study is systematically or seriously undertaken in many of our schools. It would seem reasonable to suppose that a summer course at one of our normal schools would do much toward popularizing this branch of instruction and at the same time the possibilities of school gardening, agriculture, manual training and household science in the ordinary rural school might receive special treatment.

Our annual convention was held at Red Deer, Thursday and Friday, October 24th and 25th. The Honourable J. R. Boyle, Minister of Education, was present and delivered an interesting and practical address which was much appreciated by the teachers. A comparatively large number of teachers was in attendance, a good program was provided and a profitable time spent in discussion.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) J. F. BOYCE,
Inspector of Schools.

REPORT OF M. O. NELSON, B.A., WETASKIWIN INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the fall term of the year 1912.

From October 1st, when my inspectoral duties began, until the close of the year, the inspection of rural schools formed the greater part of my work.

In the rural districts visited, the school grounds in general were of suitable location and sufficient area. Barbed wire fences are still in evidence, but these are being gradually superseded by neat woven wire fences and iron gates. In addition to good results obtained by ploughing and seeding, some grounds have been further improved by ornamental trees of the spruce and balm varieties, which have either been planted on Arbour Day or, having formed part of an original native grove, been left standing. Creditable examples of such improvement are Angus Ridge, Sifton and Kensington. Instances are not wanting where the teacher, by acting in concert with the pupils and, in some cases, by enlisting the sympathy and securing the co-operation of the board of trustees, has made himself the successful

pioneer of school improvement. Through the carelessness of an indifferent successor, however, the good results of such work are often lost.

The question of water supply is important. Dug wells are usually unsatisfactory. Where a district cannot afford the expense of a drilled well, carrying water from a convenient farm-house is found preferable to digging a well likely to prove useless. Closed tanks are rare, the open water pail being in general use. The use of individual drinking cups, in preference to the common cup, is growing in favour.

School architecture is also a vital problem. While the buildings in the older districts are often unsatisfactory, those of more recent erection in regard to size, lighting and finish, approximate more closely to the correct type. A good method of heating and ventilation in the absence of a furnace, is rare. In the Bawlf school, a two-roomed building not having a furnace, a system of ventilation has been installed at some pains and expense, and works well.

In regard to the teaching, the best work is done by the graduates of the Alberta normal schools. Teachers from the eastern provinces, however, after having become adapted to the conditions here and thoroughly conversant with the curriculum, are generally very successful. Teachers holding provisional certificates are not satisfactory, usually failing lamentably in lesson presentation and discipline, but while, as in the inspectorate, the demand for teachers is so far in excess of the supply, it is found better to grant these certificates than to have the schools closed. While it would be unreasonable, perhaps, to expect even moderate success from teachers lacking in experience and professional training, yet there are some general matters in which such teachers could materially improve. An unexpected visit often reveals, for instance, gross carelessness on the part of the teacher in regard to the times of assembling and dismissing school and the length of the recess periods.

A useful educational factor is the school library. In schools that possess a comparatively large library and where the books are widely read, the benefit is incalculable; a love of good reading is inculcated, a broader culture is begun, and a true, because intelligent, patriotism is fostered. Nor are these good results always confined to the school; in many districts the library books are read by the older members of the family in the home with interest and profit.

In a great many schools spelling is not properly taught, if taught at all. Arithmetic is often not made practical or interesting, and an occasional accuracy and time test reveals a great lack of proficiency in the mechanical part of this subject. Reading is fairly well taught. The best results obtained in composition seem to lie along the line of letter writing. Nature study and agriculture are not receiving an amount of attention proportionate to their importance. Indeed, in a great many rural schools, where the subjects could be made very interesting and profitable, they are entirely neglected. Occasionally though, they are taught with vigor and success. In one instance a teacher had secured the co-operation of the pupils in making collections of all the weed and grain seeds obtainable; the teacher drilling on the recognition of these, and holding class conversations on the various plants from which the seeds were obtained.

The subject of school consolidation is becoming a popular theme of discussion in a great many districts. Two considerations that cause the ratepayers to hold aloof from a trial of this principle are: 1. Is the scheme practicable in Alberta? 2. Will it be too expensive?

There are centres in this inspectorate where, by reason of contiguous and accessible rural districts consolidated schools could doubtless be operated with success. If this were done in some few cases and found practicable there would be little difficulty in admitting the principle to a more general extension.

The initial meeting of the newly formed Wetaskiwin Teachers' Association was held in Wetaskiwin on October 17th and 18th with an attendance of over seventy teachers. The sessions were characterized by a friendly spirit and a keen interest. The program was provided by the teachers assisted by Miss Dickie and Dr. Miller of the Camrose Normal School, and Inspector McNally of Calgary. All the papers were well discussed.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) M. O. NELSON,
Inspector of Schools.

III.

EDUCATION IN FOREIGN SETTLEMENTS.

REPORT OF ROBERT FLETCHER,

SUPERVISOR OF FOREIGN SCHOOLS.

THE HONOURABLE J. R. BOYLE, K.C., M.P.P.,
Minister of Education.
Edmonton, Alberta.

SIR,—I herewith beg to submit for your consideration the following report on educational conditions in settlements among foreigners for the year 1912.

The closing of the year saw the organization into school districts of the large Ruthenian colony east and north-east of Edmonton practically completed. There are a few scattered settlements yet remaining to be organized which are more backward from a material point of view than the rest of the colony. At present there are 90 school districts organized in the colony. A large majority of these have only Ruthenian ratepayers, while a majority of the ratepayers in the remaining districts are Ruthenian.

The school buildings are well furnished and well equipped. Some trustees are extravagant in their equipment, purchasing costly cases of maps where a few portable maps would be as serviceable. In most schools sufficient blackboard space is provided; hyloplate is in general use. The school seats in all schools are factory made.

In those districts having only Ruthenian ratepayers, a dwelling house has been erected on the school ground for the teachers. This building is a frame structure usually about fourteen feet by twenty feet. The school district furnishes it with a cook stove, cooking utensils and a bed. The district usually furnishes fuel for the teacher's house as well as for the school building. In some districts a monthly rental of about three dollars is charged for the teacher's house. A well is also dug on the school grounds to supply water for the teacher and the school. In a few cases the teacher's home becomes a social centre for the young people of the district. Besides enjoying themselves in wholesome games at these social gatherings, the tastefully and economically furnished rooms of the teachers implants new ideals in the observant young people.

The development of the play spirit in the children of foreign schools produces a marked effect. The children become happy, frank and full of life and present a striking contrast to the listless, repressed spirits of those school children who have little or nor knowledge of games. One can see here some truth in the saying that "the child without play is father to the man without a job."

The greatest obstacle in the way of keeping these schools in operation is the securing and retaining of qualified teachers. Those schools kept open the whole year are quite fortunate in securing the services of efficient teachers. In some instances the teacher has remained

in the same school for five or six years. The progress on these schools has been good. The parents are satisfied and their attitude towards the school is all that can be desired, but a number of the schools are open for only part of the year. These short term schools necessitate a change in teachers each term and this causes a lack of continuity in the work. Although a number of these schools have secured good teachers the progress is slow and the same work is covered so often that the pupils lose interest in it. The parents become indifferent. As a result there is irregularity of attendance. This state of affairs is more or less incident to pioneer life and it is to be hoped it will right itself as wealth and population increase.

A few of the graduates of these schools are already making promising starts in life. Some are employed as clerks and interpreters in local stores. A few have become merchants. Already three have attended Alberta College in Edmonton, and one of these intends taking a university course, while another has passed the examination entitling her to attend the provincial normal school.

As the education of the Ruthenian youth has now passed the experimental stage, as the Ruthenian people have a fairly good understanding of the aims of the department and realize the justice of these aims, and as a number of the pupils are entering advanced grades of the public school course, I look forward to much more rapid advancements among these people in educational matters in the future.

I have the honour to be, Sir,

Your obedient servant,

(*Sgd.*) ROBERT FLETCHER,
Supervisor of Schools Among Foreigners.

PART III.

APPENDICES

APPENDIX A.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (*a*) It should be easily accessible to all the children of the district; (*b*) It should be in a dry, elevated position admitting of easy drainage; (*c*) It should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre while in town and village districts the area should be at least one half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a wood shed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrances should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the windows should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-colored curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and for providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal.....	1	17in.	29in.	16in.	24in.	28in.	Adults
High School.....	2	16in.	27½in.	16in.	24in.	27in.	16 to 20
Grammar.....	3	15in.	25¾in.	14in.	21in.	26in.	12 to 18
1st Intermediate..	4	14in.	24in.	14in.	21in.	24in.	10 to 15
2nd Intermediate.	5	13in.	22¼in.	12in.	19in.	22in.	8 to 12
Primary.....	6	12in.	20¾in.	12in.	19in.	21in.	5 to 8

DOUBLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal.....	1	17in.	29in.	16in.	40in.	28in.	Adults
High School.....	2	16in.	27½in.	16in.	40in.	27in.	16 to 20
Grammar.....	3	15in.	25¾in.	14in.	38in.	26in.	12 to 18
1st Intermediate..	4	14in.	24in.	14in.	38in.	24in.	10 to 15
2nd Intermediate.	5	13in.	22¼in.	12in.	36in.	22in.	8 to 12
Primary.....	6	12in.	20¾in.	12in.	36in.	21in.	5 to 8

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, wash-basins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards, will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V: Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate

to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The Course of Studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered, with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's name	No. of book	When delivered	When returned	Condition when returned	Fines, when paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (*a*) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (*b*) for any injury beyond ordinary wear, an amount proportionate to the injury; (*c*) for the loss of a book, the cost thereof.

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the department.

32. If deemed necessary for the purposes of inspection the inspector may extend the regular hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and

that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTIONS AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Minister of Education may cause such institute to be organized under the control and management of such specia instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (*a*) the Provincial Normal School for the training of teachers for first and second class interim certificates; (*b*) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX B.

COURSE OF STUDIES FOR THE PUBLIC SCHOOLS.

INTRODUCTORY NOTE.

A committee composed of prominent educationists of the province was appointed by the Minister of Education to consider the revision of the programme of studies, and to make such recommendations as might be deemed desirable with a view to its improvement. The committee, after much careful work, has submitted its report, and upon this report is based the Course of Studies outlined in the following pages.

It will be noted that the new program provides for the division of the whole public school course into eight grades, each of which represents a year's work for the pupil of average ability. The teacher, however, should avoid a slavish adherence to this principle, as it will frequently be found that pupils who enter school at a later age than usual or who possess more than ordinary ability may, with advantage both to themselves and to the classification of the school, be promoted from grade to grade more frequently than once a year.

COURSE OF STUDIES—PUBLIC SCHOOLS

Grades I to VIII

SUBJECTS	I	II	III	IV	V	VI	VII	VIII	PAGE
*Arithmetic.	x	x	x	x	x	x	x	x	9
*Reading and Literature.	x	x	x	x	x	x	x	x	16
*Writing.	x	x	x	x	x	x	x	x	24
*Spelling...			x	x	x	x	x	x	27
*Grammar				x	x	x	x	x	30
*History and Civics					x	x	x	x	38
*Composition..	x	x	x	x	x	x	x	x	48
*Nature Study	x	x	x	x	x	x	Agri.	Agri.	56
*Geography					x	x	x	x	62
*Drawing .	x	x	x	x	x	x	x	x	64
*Geometry .								x	69
M'nual train'g & Househ'd S'ce	x	x	x	x	x	x	x	x	69
Physical Culture	x	x	x	x	x	x	x	x	85
Hygiene .	x	x	x	x	x	x	x	x	97
Music .	x	x	x	x	x	x	x	x	106

*Examination Subject.

ARITHMETIC.

Purpose The general purpose underlying the teaching of arithmetic in the Public School is to give the pupil facility in recognizing and dealing with the quantative relations of things for his own necessity, use, or benefit.

Sense Training—In its early stages the teaching consists of sense training or is closely associated with it. The number property of things is taught through the things themselves. The basis of judgment with respect to number should be action or experience in the early stages of instruction.

Counting.—In the consideration of a group or series of things the idea of succession or addition naturally precedes analysis; hence counting precedes the study of combinations, and may naturally go in advance of combination study. Beyond the number 20 counting should be based on the understanding of a succession of groups of 10 as far as 100 and of a series of groups of 100 to 1000. This may be followed by group counting by 2, 5, etc., as the study of combinations progresses. The teaching in the first three grades should be marked by the liberal use of objects, oral and blackboard work, and slight attention should be paid to laboured problem statements and solutions. The use of objects should not be continued past the time that a knowledge of combinations become automatic. The transition from concrete to symbolic number work should be as rapid as possible.

Mechanical Facility.—The dominant aim of teaching in grades four, five and six, commonly called the intermediate grades, should be to make the child familiar with the fundamental number relations and operations and to give facility and accuracy in these operations by constant mechanical exercise.

Problems should be made essentially interesting to the child by reason of being connected with his experience or should at least be easily understood. Where new tables of denominate numbers are introduced or problems connected with them, as in the case of measurements of quantities, solids or surfaces, the subject should be made concrete by actual measurements by the pupils themselves.

Use of Memory.—During this period the child's memory may be liberally exercised in thoroughly fixing the number combinations, the multiplication tables, and the denominate number tables. Arithmetic teaching fails if the child at the end of this period cannot accurately use these tables automatically. Mental arithmetic should be given large attention. In order to ensue the development of the whole class mental drill should be on comparatively easy material rather than on puzzling matter that appeals only to the bright pupil. It should take the form of systematized review exercises on the work of the previous grade. Five or ten minutes daily should be given to this work.

The Logic of Arithmetic.—In the two upper grades of the school the aim of the teaching should be largely the development of the power of logical analysis of problems and their systematic solution. Mechanical routine should be as far as possible avoided and a sense of power developed by interesting variations and natural difficulties related to well-grounded principles. Written analysis of problems should be insisted upon. Solutions should be sought by both the unitary method and by the method of comparison. Teachers should aim to acquire skill in oral work.

OUTLINE OF COURSE IN ARITHMETIC.

Grade I.

Object.—Study of the numbers 1 to 10.

During the first term the number work should be quite informal, consisting only of the recognition of numbers and of learning to count and write the numbers up to 10. This work should proceed slowly and, as far as possible, should grow out of the needs of the school and playground. The pupils should be able to bring six books, to draw a line four inches long, to determine that there are seven marbles in a ring, and to recognize groups containing two, three, four, or five objects.

During the first and second years all number work should be conducted in such a way as to induce pupils to acquire their knowledge through *action,* rather than the mere memorizing of facts that may not be understood by them.

Outline.—Recognition of numbers up to 6 by objects, pictures, picture numbers, etc., through the different senses. Recognition and writing of figures.

Combinations of the numbers, first with objects for the pupils to handle; then using familiar things to illustrate, such as marbles, tops, trees, days, etc., orally; followed later by the written symbols to represent them, as for example:

3 plus 3 equals	5 plus	equals 6
4 " 2 "	3 "	" 4
1 " 5 "	2 "	" 5

Drill in adding from the blackboard at sight:

```
2  1  3  4
3  2  2  2
—  1  1  —
   1  1      Etc.
   ———
```

Treat separations or differences similiarly, i.e., first orally, then with the picture-numbers and figures.

5 minus 3 equals ; 6 minus 3 equals , etc.

Teaching of fractional parts, one-half, one-fourth, one-third, by means of dividing objects, apples, circles, etc.

By means of objects and through oral drill bring out all the various combinations of the numbers up to 6, e.g., 2 twos make 4, 2 threes make 6, 3 is one-half of 6; see that the work is accurate thus far before taking other numbers.

Higher numbers introduced, 7 to 10, and combinations taught.

Simple and oral problems.

Aim at accuracy in adding and ready recognition of all results in the numbers up to 10.

Reading of numbers and counting of objects up to 100.

(Not more than 15 minutes each half-day to be spent in teaching.)

Grade II.

Object.—Study of numbers 1 to 25.

Outline: Review of and drill on the numbers 1 to 10.

Introduction of new numbers from 11 up. Combinations treated as in the case of smaller numbers:

Compare:

$$\begin{array}{r}2\\+1\end{array} \text{ and } \begin{array}{r}12\\+1\end{array};\quad \begin{array}{r}2\\+2\end{array} \text{ and } \begin{array}{r}12\\+2\end{array};\quad \begin{array}{r}3\\-2\end{array} \text{ and } \begin{array}{r}13\\-2\end{array};\quad \begin{array}{r}4\\-2\end{array} \text{ and } \begin{array}{r}14\\-2\end{array} \text{ etc.}$$

Utilize as far as possible all previous knowledge in dealing with each new number. Review constantly. Show the meaning of second figure in numbers of two figures.

Practise counting by tens, fives, and twos up to 100 or higher.

Drill in rapid addition of single columns and substraction without borrowing.

Show the use of endings in adding, thus:

$$\begin{array}{rrr} 6 & 16 & 36 \\ 3 & 3 & 3 \\ \hline \end{array};\quad \begin{array}{rrr} 7 & 17 & 27 \\ 3 & 3 & 3 \\ \hline \end{array};\quad \begin{array}{rrr} 5 & 15 & 45 \\ 7 & 7 & 7 \\ \hline \end{array};\quad \begin{array}{rrr} 8 & 18 & 28 \\ 8 & 8 & 8 \\ \hline \end{array}; \text{ etc.}$$

Show meaning and relation of one-half and one-fourth, without use of symbols.

Show use and relation of pint, quart, gallon; inch, foot, yard; hour, day, week, month, year; ounce, pound; five, ten and twenty-five cent coins.

Teach these concretely and incidentally rather than with drill for accuracy. Do not make tables.

Problems: Use simple problems such as are related to the things with which pupils are familiar.

Reading of numbers up to 1000.

Grade III.

Object.—Mastery of the combinations in Addition and Subtraction; elements of Multiplication and Division.

Outline.—Addition.—Drill in sight recognition and rapid adding of combinations. The easier combinations should be thoroughly learned before taking the more difficult ones. Teach addition by endings and use a great deal of oral drill.

Subtraction: Use sight drill as in addition, first with small numbers, then with numbers up to four or five digits.

Multiplication: Drill in counting by twos, threes –tens up to 100. Make and learn the multiplication tables up to 10x10. Drill in oral and sight recognition of results; multiplying numbers of three and four digits by one digit.

Division: Recognition of numbers whose product is 24, 42, 45, 72, 96; easy examples in short division, using divisors up to 10.

A large part of this work, especially in Multiplication and Division, should be mental and oral.

Teach Roman Notation to 25.

Teach the use of symbols for simple fractions, one-third, one-sixth, etc.; relation of one-half, one fourth, one-eighth, and one-third, one-sixth.

Practise in finding one-half, one-third, one-fourth, one-sixth, one-eighth of a number of objects, and writing the results obtained.

Practise reading and writing numbers of five figures, explaining the system of notation as far as needed to understand the numbers used.

Use problems involving the simple rules, denominate numbers, and easy fractions, practice to be largely mental.

Grade IV.

Object.—The mastery of the four simple rules and accuracy in mechanical work.

Outline.—Addition and subtraction continued for drill in rapid and accurate work.

Complete multiplication tables up to 12x12, and practise multiplying by numbers of two and three digits.

Drill in division, short and long, dividing by numbers of two and three digits.

Show relation of fractions to division; find one-sixth, one-eighth, one-ninth, etc., of a given number, as applied in problems rather than as explained by formal teaching.

Practise the measuring of lengths and the finding of simple areas from measurements and diagrams.

Teach the simple tables: Avoirdupois Weight, Long Measure, Dry and Liquid Measures, Measure of Time.

Teach Roman Notation up to 100.

Teach reading and writing of numbers up to nine digits.

Use problems based on above, and on simple tables.

Grade V.

Object.—The mastery of the tables; learning of Reduction and the Compound Rules.

Outline.—Notation and Numeration, Roman Notation, Simple Rules continued.

Weights and Measures, as in Grade IV, with Square Measure, Cubic or Solid Measure, and Miscellaneous; Pounds in Bushel; Gross, Quire, Score, etc.; Reduction, Compound Rules, (Reduction and the Compound Rules to be limited to simpler instances).

Simple application of the tables, measurement of surfaces and areas, contents of boxes, piles of wood, fencing, etc. Bills of gooods.

Problems.—Drill in mechanical accuracy in four simple rules, including application of fractions to division. Mental arithmetic.

Grade VI.

Object.—The study of numbers preparatory to fractions, and the mastery of fractions.

Outline.—Simple and Compound Rules and further practical applications; papering, plastering, carpeting, board measure.

Factors, multiples, prime numbers, laws of divisibility.

Greatest common divisor, least common multiple.

Fractions.—Reduction of fractions. Addition and subtraction, first the adding and subtracting of similiar fractions, treated as denominate numbers, then the finding of the common denominator. Multiplication and division of fractions.

Percentage.—Use and meaning of 50 per cent., 25 per cent., 20 per cent., 10 per cent., 5 per cent., $33\frac{1}{3}$ per cent., $12\frac{1}{2}$ per cent., relation of these to simple fractions.

Miscellaneous problems based on the foregoing.

Review of the simple rules. Mental arithmetic.

Grade VII.

Object.—The study of decimals and percentage, with simple applications.

Outline.—Review of fractions and fractional parts.

Decimals.—Reading and writing of decimals; reduction to common fractions; adding and subtraction; multiplication and division.

Use and meaning of Percentage.—Relation of percentage to fractions and decimals.

Type Problems:

What is one-third of 24?
24 is one-third of what number?
24 is what part of 40?
What number is one-third greater than 24?
24 is one-third greater than what number?
24 is what part greater than 20?
What number is one-third less than 24?
20 is one-third less than what number?
20 is what part less than 25?

Use similar problems with 22 (or other) per cent., instead of fractions. This work would be chiefly oral and mental and is intended to familiarize pupils with the processes and ideas used in the business applications of percentage by means of types in which the numerical difficulties are slight.

The application of percentage to loss and gain, averages and percentages. Simple interest.

Miscellaneous Problems.—Drill in mental work.

Grade VIII.

Object.—Study of business applications of Percentage and Mensuration.

Outline.—Fractions, decimals and percentage reviewed.

Business applications of percentage.—Commission, Trade Discount, Insurance, Taxes, Duties, Interest, Elementary Mensuration. Metric System.

Miscellaneous Problems.

READING.

Reading in the Elementary School.—The bearing of reading on the progress of the pupil in all other studies in the Public School makes it the most important subject of the school course. The emphasis to be placed upon it as an instrumental study is very great in the first two or three years of school. In view of this there is need of very careful teaching in the primary grades in order to develop a simple vocabulary and put the child in possession of the knowledge of elementary symbols by exercise in their recognition and use. The three aims, formal power, interest and expression, cannot be dissociated in the teaching of reading in any grade of the school, but with respect to emphasis they probably stand out in the order named in relation to the reading of the primary, intermediate and senior grades.

Primary Reading.—There are three methods commonly employed to establish in the child the formal elements of power to read. These

may be called the thought, word and phonic methods. The interest necessary to the right beginning of primary teaching is commonly given by the use of stories, rhymes, games and pictures, and by the suggestion that the power to read is a way by means of which the child may learn more about these things for himself. The thought and word methods precede the phonic method, but it is unimportant whether the thought method precedes the word method or comes after it. In the use of either the sentence or the single word the essential teaching is a case of associating word-symbol and the thing or action, and the interest may be as great in one case as in the other. The sentence or thought method is a natural unit of expression, and adds to the teaching of formal elements an opportunity for developing smoothness in the use of normal reading matter. The usual method of dealing with the sentence is to write it and have the whole thought repeated a number of times before proceeding to drill in individual words.

The best teaching of reading results in such rapid recognition as to take account of phrases, lines or whole sentences with a concurrent power of suitable expression. The repetition of a whole sentence by a pupil before the significance of its parts is understood is limited in value largely to expression and does not mark any educational progress in relation to formal elements. While the word method is more formal, the thought content is more definite, significant and single. The words taught should deal with concrete actions or objects, such as run, sit, jump, book, man, pen, etc. When words have been taught they should be built into normal expression, such as:—I run; I sit; I see a book, etc. The essential difference between the sentence and word methods is that one is a species of analytic study of normal expression, while the other is a synthetic construction of normal expression with significant symbols. Either method may be employed successfully alone, or both may be employed according to taste or choice.

Phonic Teaching.—It is rather difficult to determine the amount of time to be spent in word and sentence study before beginning phonic analysis, but it should be introduced before the vocabulary becomes so large as to tax the memory of the child. The ordinary method of procedure is for the teacher to begin by the slow sounding of the word in order to train the ear of the child to discover that words are made up of a number of separate sounds. This is followed by separation of the letters that stand for the sounds and the association of the sounds with the letters that stand for them. The next step is the combination of the sounds and letters to produce new words.

After phonic analysis is introduced, the child's vocabulary increases rapidly. Phonic drill should be given daily, and a systematic progression followed in the introduction of the sounds of the letters. The order at the back of the primer may be followed, or the order may be determined by the vocabulary already taught. Roughly speaking, the short sounds of the vowels in combination with the consonant sounds, except q, x, and z, come first. These are followed by the long vowel sounds and consonant combinations. The primer should not be put into the hands of the child until the vocabulary of the first twenty-five pages has been covered, and the child has become fairly expert in making out words by phonics, so that the first lessons in the primer will be easy for him. The blackboard should be used exclusively in early teaching, and in the forestalling of difficulties in the primer. The symbols should be in script, and diacritical marks should not be employed.

The teacher should demand correct expression from the first. Word naming is not reading. The child should be trained to grasp

the group of words at sight, that is to think the meaning of the individual words and of the whole sentence before reading it aloud. This should apply to all of the material of the primer at the end of the first year. An important aid to expression and interest is the employment of dramatization wherever the lessons of the primer lend themselves to it. Facility in reading should be increased by the covering of at least two primers in sight reading.

The work of phonics should be continued in the second year. Sounds should be grouped as far as possible, and vocabulary built up by groups on the principle of similarity of form, ending, etc. Word drill should precede all reading. Expression should be carefully attended to, chiefly through dramatization where material is possible. Memorization should be extended beyond the poems found in the reader. The "Child's Garden of Verse" contains suitable material for this work.

Reading in the Intermediate Grades.—By the time pupils have reached the third or fourth year of school, they will have overcome most of the mechanical difficulties of reading, and will have begun to find pleasure in the reading for the sake of the story, independent of teaching. The teaching should undergo suitable transition by the emphasis placed upon content for the sake of enkindling a love of good literature. The second reader of the authorized series distinctly emphasizes the story idea, and there is available much good literature suitable to this period. The growth of interest indicates the wisdom of emphasizing expressive reading. The desire to impart to others should be encouraged as appreciation grows. The memory of children may be freely exercised on suitable passages of both verse and prose. The exercise, however, should be a pleasure rather than a task.

Reading, a Formal Art.—In the seventh and eighth grades increased attention should be paid to reading as an Art. Added to the need of ordinary voice culture by right enunciation, emphasis and inflection, pupils of the senior grades of the elementary schools are commonly hampered by diffidence and self-consciousness. Expression must be warmed by the light of enlarged understanding, feeling, and imagination resulting from an appreciation of the higher content of literature suited to this age of the pupil. On the formal side, expression should be improved by careful drill on selected passages in relation to clear enunciation, flexibility, emphasis, and ease. The capacity for self-criticism in the pupil should be made use of, but the chief factor in securing right results is the enthusiasm and taste for good literature in the teacher.

Use of Supplementary Reading.—The list of books for supplementary reading is purposely made rather complete. In the lower grades the supplementary work must necessarily be largely under the direction of the teacher. All the books named may not be used, but such as are not used are likely to be useful material for the teacher. Neither is it expected that all the material named as supplementary reading in the upper grades will be put to use in the class or that it will be read under supervision or necessarily read in class. The list is intended to suggest suitable material for the enlargement of the pupil's literary experiences and enjoyment, which may not be less by reason of the reading being done outside of the class. The teacher should be interested to the extent of personally possessing the books read by pupils and may encourage pupils by brief informal or individual discussion of what they are reading. In the building up of the school library teachers should see that all supplementary works are made available to pupils.

Reading.—Grade I.

First Half of Year.—Action, words and sentences to emphasize the thought element. Reading from the blackboard and from cards.

Lessons constructed and arranged by the teacher.

Vocabulary selected from first thirteen pages of primer, names of objects in the schoolroom, names of children and numbers up to ten. Vocabulary should comprise forty or fifty words before phonics is begun.

Phonics.—Single consonant sounds in combination with short sounds of vowels; then long sounds of vowels and simple consonant combinations; as, *ch*, *sh*.

The primer should not be placed in the hands of the pupils during the first two months at school; most children take three months to prepare for it. Reading of the primer as far as page twenty-five. Murray's Phonetic Primer for Teacher's use is valuable as an aid to progressive phonic teaching.

Second Half of Year.—Phonics.—Additional consonant sounds and combinations, diphthongs, ou, ow, oy, oi; two sounds for c, g, y, and th. Finish reading the primer. Two supplementary primers as sight reading.

Supplementary Primers.

(Selected in the order named.)

Phonic Primer, Morang's.
Werner Primer, American Book Co.
(Especially valuable for methods and busy work.)
Aldine Primer (easy method for backward pupils), Newson & Co.
The McClosky Primer, Ginn & Co.
Heart of Oak (Norton), Heath.
Ontario Primer, T. Eaton & Co.

Grade II.

First Reader, Alexandra Series.

Phonics.—Continue the work begun in phonic drill. Group sounds, building of lists of words with endings, such as ar, ir, er, ur, ing, ly, ed, tion, etc.

Word Study.—Thorough word drills preceding reading lesson.

Suitable attention to expression.

Dramatization as an aid to expression. Short poems memorized and recited.

Supplementary Readers.

Art Literature Series. Book I. Atkinson, Mentzer & Grover.
Heart of Oak Series (Norton), Book II, Heath.
Hiawatha Primer, Houghton, Mifflin & Co.
Cyr's Dramatic First Reader, Ginn & Co.
Child's Garden of Verse (R. L. Stevenson), Rand, McNally & Co.

Grade III.

Second Reader, Alexandra Series.

Thorough word-drill before reading.

Drill in articulation, use of difficult combination of sounds.

Practice of exercises helpful in securing pleasing quality of voice, ready control of vocal organs, correct emphasis and inflection.

Training of pupils to understand thought of lessons as basis of expression. Encouraging of pupils to read with the purpose of giving pleasure to others.

Dramatization.—Memory work.

Supplementary Reading.

Alice in Wonderland (Carroll), Macmillan.
Merry Animal Tales (Bingham), Little, Brown & Co.
The King of the Golden River (Ruskin), Heath.
The Adventures of Pinnochio (Collodi), Ginn & Co.
Three Years with the Poets (Hazard), Houghton, Mifflin & Co.

Grade IV.

Third Reader, to page 195, Alexandra Series.

Thorough word-drill before reading.

Mastery of thought and of the pronounciation of words should be insisted upon as a preparation for the oral reading of the lessons.

Pupils to be trained in stating orally the substance of the lesson before reading; aim should be to secure good expression as a result of thought mastery.

Frequent reading of lessons already gone over, with which pupils are familiar, gives excellent opportunity for drill in expression.

Use of the dictionary.

Choice selections memorized and recited.

Supplementary Reading.

Through the Looking-Glass (Carroll), Macmillan.
In the Days of the Giants (Brown), Houghton, Mifflin & Co.
Adventures of Ulysses (Lamb), Ginn & Co.
The Odyssey (Lang), Macmillan.
Poems Every Child Should Know (Burt), Doubleday, Page & Co.

Grade V.

Completion of Third Reader, Alexandra Series.

Continuation of work indicated in the course of study for preceding year and continuation of use of the dictionary for pronounciation and for learning the meaning of words.

Frequent exercises in sight-reading from books in the library.

Reading from selections previously gone over for training in expression.

Choice selections memorized and recited.

Supplementary Reading.

A Wonder Book (Hawthorne), Houghton, Mifflin & Co.
Treasure Island (Stevenson), Little, Brown & Co.
Myths of Greece and Rome (Guerber), American Book Co.
Selected Poems, e.g., The Bell of Atri, King Robert of Sicily and other poems from "Tales of a Wayside Inn," by Longfellow.
Children's Treasury of Poetry and Song, Palgrave.

Grade VI.

Fourth Reader, to page 202, Alexandra Series.

Intelligent understanding to be insisted upon as a basis for expressive reading. Meaning of words, phrases, clauses, and sentences must be clear to the pupil in order that he may read intelligently.

The reading lesson should be assigned by the teacher and carefully prepared by the pupil.

Pupils should be encouraged to read books from the library for pleasure as well as for information. Some discussion of books read outside of school might be indulged in with advantage in the language period.

Choice selections memorized and recited.

Supplementary Reading.

Macaulay's Lays of Ancient Rome.
Ivanhoe.—Sir Walter Scott.
Courtship of Miles Standish.—Longfellow.
Rip Van Winkle.—Irving.
Legend of Sleepy Hollow.—Irving.

Grade VII.

Complete the Fourth Reader, Alexandra Series.

Follow the same line of work as for Grade VI as regards intelligent understanding of the material for reading in words, phrases, clauses and sentences. Drill on individual words, phrases, clauses and sentences for emphasis and for shades of expression such as are involved in the treatmnet of reading as an art. Give suitable attention, by caution and encouragement, to the private reading of pupils by discussion of the essential character and attraction of special works and authors.

Supplementary Reading.

A Book of Golden Deeds.—Yonge.
Murnburg Stove.—Ouida.
Lamb's Tales from Shakespeare.
A Christmas Carol.—Dickins.
Evangeline.—Longfellow.

Grade VIII.

Selections from prescribed reader.

The same formal teaching as in Grade VII with respect to the art of reading and the materials of private reading.

Supplementary Reading.

Red Cloud (Butler), Burns & Oak, London, England.
The Talisman.—Scott.
Merchant of Venice.

WRITING.

Aim.—The aim of teaching writing is to develop in pupils the power to write rapidly a legible, graceful hand.

Materials.—The materials used must be suited to the age of the pupil and should be of good quality to secure good work. For the first two years the chief materials or equipment will be the blackboard

and chalk, inexpensive paper, crayons and soft pencils. In the third grade pen and ink may be introduced. The ink should be smooth-flowing, blue-black ink; the pens should not be too fine nor too blunt, and these should be changed when a satisfactory kind is decided upon. Books should be blank writing books, bound at the sides to double back flat, or half sheets of foolscap may be used. Manuals containing instructions, graded movements exercises, letter development exercises, and word and sentence copies should be provided. In the lower grades of the school, exercises taken from a graded manual should be set by the teacher; in the upper grades, manuals should be in the hands of the pupils themselves. To secure uniformity and suitable quality in materials, as well as economy they should be supplied to the pupils in all schools by the board.

System.—The whole arm or muscular movement system has been proved to be the best suited to Public School needs. It makes use of the larger muscles of the arm and shoulder rather than of the smaller muscles of the fingers. In young pupils it is easier to secure a co-ordination of the larger muscles in large movements than in small ones. Large exercises must therefore be given to secure development and control. The early letter forms must be of the simplest character. The main lines should have a slant of from 25 to 35 degrees from the perpendicular.

Method.—Suitable attention must be paid to method and progression in order to secure good results. At the outset in the teaching of writing there seems to be a conflict between form and movement.

Because of the necessary correlation between writing and reading and between writing and number work, the primary teacher must give some attention to form, but on the other hand, in relation to writing itself, movement is of supreme importance. In formal lessons in writing in the primary grades, movement exercises must constitute the major portion of the work. The teacher must recognize that it is not necessarily the child who makes the best formed letter that is the best writer, but that it is the one who makes the best formed letter with the proper movement. Hence, at first, as much attention to movement and as little to form, as is consistent with the needs of other subjects, must be given. Gradually the emphasis may be shifted so that in the higher grades both ease of movement and perfection of form will be secured. Practice in securing muscular control must be co-ordinated with the careful study and production of correct forms. Study and practice should go hand in hand.

As early as possible pupils should be encouraged to apply the muscular movement to his ordinary writing and exercises. This can first be done in the formal spelling lesson. The teacher should consistently exemplify the system taught. The teacher whose writing is an inspiration to pupils, will find it easier to secure interest and obtain good results.

Position.—From the beginning pupils should be taught to take the proper position at the desk. If the desk is large enough from front to rear, the pupil should sit directly facing it, the feet should both rest on the floor, both arms should rest easily on the desk, and the pen should be gently and easily held.

Course—Grades I and II.

Whole arm movement at the blackboard, making of easy picture exercises based on objects in which the child is interested,—sleigh, ball, hoop, waggon; use lateral, drive and return, and oval or combined

movement. Development of movement exercises into small letters. Copying of words. Repetition of these exercises at desks with soft pencils and coarse paper. Pupils may first stand, then sit. All exercises and letters to be made large in order to prevent finger movement.

Grades III and IV.

Exercise similar to those of the first two grades. Use of pen and ink. Application of movement to writing of words in the spelling lessons. Development of capitals from picture exercises. Simple analysis of letter forms. Copying of selections from readers. Word and sentence copies. Easy letter writing.

Grades V and VI.

Gymnastics and movement exercises to give freedom of arm movement. Word and sentence copies. Some attention to rate of writing. The writing of all small letters and figures and the grouping of these according to movement formation. Progressive replacing of mere copy work by analytic work in the group exercises. Some attention to errors in spacing and form. Similar treatment of capital letters. Reduction in the size of letters; copying. Supervision of written work in all subjects.

Grades VII and VIII.

Complete review of movement exercises, with more difficult combinations. Special attention to time and speed—careful analysis of small and capital letters according to group formation. Correction of errors in form and spacing. Allowances should be made for individuality of expression with regard to slant and size of letter. Freer use of exercise requiring sustained and progressive effort. Careful supervision of all written work. Writing of business and social letters, business forms. Careful attention to position on page.

SPELLING.

Formal Spelling.—Formal spelling should not be taught before the completion of the Primer. Previous to that time pupils should learn the form of the word by copying it as a whole or through the use of phonic analysis and not by analyzing it into its component letters. Preparatory work for formal spelling should consist in acquiring a good grasp of phonics, and phonics should gradually shade into formal spelling.

Teaching.—In the introductory lessons of phonics and spelling, the first words taught should be short, common to the pupils' vocabulary and experience and suitable for phonic analysis and synthesis. Words having the same phonogram should be taught in groups; and, band, hand, land, etc. Words regularly phonetic should be taught first, and irregular words and those containing silent letters introduced afterwards. Silent letters in a word should not be defaced by markings nor should diacritical marks be used in the early stages of phonics and spelling. Time should not be taken to teach pupils the words in the readers presenting special difficulty, or words quite outside of the range of their experience. Teachers should drill on the commonly used words. Care should be given to the spelling in all written work. Inasmuch as phonics and spelling are nearly related to reading, writing and language in the primary grades, the work in these subjects should

be closely correlated. The training should aim to give ready recognition of familiar words, the power to make out new words, distinct enunciation, correct pronunciation, ear training, eye training, and voice culture. Much attention should be given to correct pronunciation. Correct pronounciation is as important as correct spelling. If we had purely phonetic orthography, oral spelling would be a most helpful exercise and the ear would be the supreme test of accuracy. Unfortunately the orthography of our language is very erratic and consequently, in the teaching of spelling there should be constant appeal to the eye as well as to the ear. Moreover, there is a muscular sense which is useful in learning to write words correctly, and this sense should be utilized as well as the visual and the auditory.

Capitalization and punctuation should be dealt with as it occurs in reader and speller, supplemented by occasional reviews.

Grade I.

Copy of words from blackboard and text transcription.
Drill upon phonic elements.
Formal training in recognition of sounds and in their expression.
Position of the lips, tongue and teeth in effective articulation.

Grade II.

Formal spelling, using material from Reader.
Word building exercises.
Oral spelling of words from Reader.
Writing of easy sentences from dictation on blackboard and with pencil.
Exercises in articulation.

Grade III.

Formal spelling in relation to Reader.
Sound and pronounce, spell and pronounce words of Reader by inspection.
Copying sentences from Reader and blackboard.
Easy names of familiar objects in the school room.
Continuation of language and spelling exercises on this material.
Writing of words from authorized speller.
Easy homonyms, synonyms, and autonyms. Lists preserved for drill.
Easy dictation from Reader and from vocabulary of Speller.
Articulation drills in difficult combinations of words.

Grade IV.

Continuation of spelling from Reader and from authorized Speller. Dictation exercises on materials of both syllabication and accent. Training in the use of the dictionary in relation to syllabication and accent. Frequent reviews of difficult words. Articulation drills.

Grade V.

Continuation of exercises in spelling and dictation based on Reader and Speller. Sustained dictation. Use of dictionary. Teach reading of diacritical marks. Articulation drills with special attention to defective pupils.

Grade VI.

Continuation of dictation and spelling. Exercises from Reader and Speller. Vary dictation by introducing matter from other sources, —from poetry, brief letters in correct form, etc. Rules of spelling, from practices illustrated in Speller, in the use of prefixes, suffixes, etc.

Grades VII and VIII.

Continuation of exercises of Grade VI. Word building. Study of derivation and composition from easily understood examples. Common prefixes and suffixes and their significance. Application. Study of common Latin noun, adjective and verb forms. Analysis of meaning of English words derived from Latin on basis of significance of root, prefix and suffix forms. Exercises. Common abbreviations.

GRAMMAR.

Through the first three grades in school, the language lessons have had to do with the substance of language, with the end in view of developing freedom of expression, and correct habits according to standard usage. Many rules of form have become implicitly the child's possession through every-day use and observation of what he hears and reads. It is now time to begin, little by little to organize this knowledge of the forms of language, and to make it explicit. Function and relation will still be the basis and the test, but, even in the fourth year, we can have some beginnings of definition, and some closer attention to the study of words and word-functions as well established instruments of expression.

The following suggestions may serve to emphasize the method of approach for each step of this more formal language training.

Grades IV and V.

Avoid any indefinite use of words at first, e.g., of pronouns.

In teaching enlargements or modifiers, make no distinction between single word, phrase and clause, except the obvious distinction between word and word-group; teach function, not structure.

Determine classification of words always in light of context; beware of suggesting that words are fixed in their uses.

Use, at first, terms naturally suggested by word-functions. Avoid technical terms that belong to more advance grades.

Develop the principles already implied in composition exercises.

The principal of progress throughout is the concentric or spiral; thorough, systematic, classification must be preceded by more general survey.

Consider carefully the appropriate or strategic point at which new terms and classifications are to be introduced, thus there is no motive, or apperceptive basis, for the conjunctive pronouns and adverbs until subordinate clauses have been taught.

Grade VI.

Case.—Approach through pronouns, as the difference in form will aid in showing difference in relation.

Number, Gender, Comparison offer easy and interesting work in observation and induction; the pupils may be led to work out their own lists.

Tense involves two ideas: time and completeness. Teach in this grade the three simple time forms, and the variations of these to denote *progress, emphasis, etc.*

Mood.—Pupils know the statement and the command sentence-forms. Teach now the wish, or contingent form, as "Long live the King!" "Heaven help us!" Here again, difference in forms leads to an observation of difference in function. Confine first lessons on the subjunctive to independent sentences.

Grades VII and VIII.

Review carefully earlier general classifications, as a basis for fuller analysis, and for new divisions, as in *concrete* and *abstract* nouns.

Tense.—The compound tenses. Develop the idea of completeness and incompleteness as relative matters. That is, the force of the past, present and future perfect tenses can be intelligently grasped only by viewing in relation two distinct occurrences, one appearing as being, having been, about to be, complete or incomplete from the standpoint of the other. Exercises in sequence of tenses help to make these relations clear. Thus, compare, "I reach home at last, but my friends have gone." and "I reached home at last, but my friends had gone."

Mood.—Teach the various uses of the subjunctive in subordinate clauses, after *if, though, that, unless,* etc. Compare the indicative and subjunctive force of such forms as:

If he be here If he is here Since he is here	Let him answer.

Infinitives and *participles.*—Show the double function of these forms, *i.e.*, the verb as a noun, and the verb as an adjective.

Avoid dwelling on such distinctions as the *adjectival* and the *participal* functions of, *e.g.*, the word "sparkling," in "The sparkling water gladdened the traveller's heart" and "The water, sparkling in the sunlight, gladdened the traveller's heart."

In grades below VII and VIII, there is very little profit in attempting to teach the grammar of the infinitive. Let the correct use of infinitive forms depend on exercise in composition.

In general, especially in the earlier grades, let the teaching of formal principles of grammar wait on practice in composition. Teach nothing, the need for, or use of, which has not been realized. Let the principle of development be that of meaning and function and relation, not that of form and structure. A solid foundation, inductively established, on this principle, in the earlier grades, will allow much more rapid and real advance in the higher grades.

The following statement shows the detailed work for said grade.

Grade IV.

(First Half Year.)

Review of kinds of sentences: statement, command, request.

Review of whole subject and whole predicate as the two essential divisions of a sentence.

Name of words or nouns.
Predicate words or verbs.

(Second Half Year.)

Idea of name words extended:
Object names.
Names of state or experience or feeling.

Idea of predicate words extended:
Words telling of action.
Words telling of experience or feeling.

Substitutes for name-words to avoid repetition:
Simple or personal pronouns.

Grade V.

Review of sentence elements taught in IV.
Whole subject, whole predicate, name-words, predicate words.

Enlargements:
(*a*) of the subject word: word or word-group enlargement, the simple adjective.
(*b*) of the predicate word: word or word-group enlargement, the simple adverb.

Connecting words:
(*a*) simple conjunctions: and, but, or, etc.
(*b*) Prepositions: expressing position in, motion to or from, time when, in company with, by means of, and other simple concrete relations.

Words of doubtful or multiple function: words used in different functions at different times: *e.g.*, fast (adj.) and (adv.), ride (noun) and (verb)

Elements of classification:
(*a*) Nouns (1) General or common.
(2) Particular or proper.
(3) Group names or collective.
(4) Quality nouns or abstract
(*b*) Pronouns (1) Simple (personal).
(2) Question or interrogative.
(3) Pointing out or demonstrative.

NOTE.—Defer teaching connective pronoun until complex sentence is taken up.

(*c*) Adjectives:
(1) Describing (qualitative): size, shape, color, character, material, etc.
(2) Numbering (quantitative).
(3) Pointing out (demonstrative), *e.g.*, "this," "first," etc.

(*d*) Adverbs:
(1) Simple—time, place, manner, etc.
(2) Question or interrogative.

NOTE.—Defer teaching "connective adverbs" until complex sentence is taken up.

(*e*) Verbs:
(1) Requiring some word or word-group to make up the whole predicate.
(2) Not requiring any such completing word or word-group.

NOTE.—Make clear, at this point, the distinction between a completing and an enlarging word or word-group.

Further examples of conjunctions: Explain co-ordinating conjunction.

Further examples of words of double function.

Exercises in distinguishing sentence-elements by their functions.

Exclamatory sentences and exclamatory words.

Grade VI.

Review of classification taught in Grade V.

Different ways of completing the predicate: Complement and object.

NOTE.—At this point, the distinction between subject and object and between transitive and intransitive verbs, may be made clear.

Forms of verb "be" as always requiring subjective complement.

Differences in form to denote differences in relations:

Inflection:

(*a*) Nouns and pronouns: case.
- (1) The subject relation: nominative case.
- (2) The object relation: objective.
- (3) The possessive relation: possessive.
- (4) The appositive relation: case in apposition.

(*b*) Nouns and pronouns: number.
- (1) Singular and plural forms in common use, and modes of formation.
- (2) Possessive plural forms.

(*c*) Nouns and pronouns: gender.
Masculine and feminine forms in common use, modes of formation.

(*d*) Verbs:
- (1) Number and person: taught in relation to number and person in nouns and pronouns.
- (2) Tense: simple, present, past and future and the progressive and emphatic forms of these.
- (3) Mood: of statement sentence: assertive or indicative. Of command sentence: imperative. Of wish sentence: subjunctive, *e.g.*, "Long live the King!"
- (4) Active and passive forms distinguished. Exercises in changing form from one to the other.

(*e*) Adjectives and adverbs: degrees of comparison and modes of formation.

Exercises in agreement of nouns and pronouns: of subject and predicates.

General analysis of simple sentences. Simple parsing based on study of meaning.

Grade VII.

Brief reviews of classification and inflection: formation of abstract nouns from other classes of words.

Pronouns: reflexive, indefinite and impersonal uses, possessive adjective pronouns.

Frequent exercises in complete classification of parts of speech thus far learned, and of forms of inflection.

Tense: the compound tenses: imperfect and perfect forms contrasted.

Mood: subjunctive mood in subordinate clauses, after "lest" "though," "if," etc.

Verbs classified as weak and strong or regular and irregular.

Verbs classified as active and passive.

Verbal nouns: gerund and infinite; imperfect and perfect. Other uses of the infinitive: as adjectives and adverbs. Frequent exercises in tabulation of forms of declension and conjugation.

NOTE.—Use text-book mainly for verification and for seat-exercises.

Auxiliary verbs:

(*a*) of tense, mood and voice.

(*b*) "may," "must," "shall," "will," etc.

Distinguish the special force of each.

The Complex Sentences:

(*a*) Easy complex sentences developed from corresponding simple sentence forms.

(*b*) Exercises in enlarging simple sentences into complex, as already taught in composition.

(*c*) Kinds of clauses: developed from corresponding single-word functions.

(*d*) Clauses and phrases distinguished.

The compound sentence. General analysis of easy complex and compound sentences.

Grade VIII.

Review exercises in classification, inflection, conjugation.

Review of simple, complex and compound sentences.

Connective pronouns and adverbs.

Co-ordinating and subordinating conjunctions.

Complete classifications, etc., according to authorized text-book.

Irregular and exceptional forms: number, gender and case.

The more common foreign number and gender forms in use in English.

Principal parts of verbs to be learned thoroughly.

Varieties of predicate complement forms·

Adverbial objective forms.

Cognate and reflexive objects, etc.

Complements of the object.

Compound-complex sentences.

Various uses of the subordinate clauses.

Syntax of the infinitive and participle.

Analysis and synthesis of compound and complex sentences.

Comprehensive study of authorized text-book.

HISTORY.

Definition.—The common conception of history is that it is a chronicle of events marking the general progress of mankind. This progress is concerned with material and industrial things, with literature, art, religion, and with social and political institutions. The right teaching of history takes account of it ultimately as a study of the institutional life of a people or of the progress of the whole social organization rather than as a chronicle of the doings of individuals; but as movements can best be understood in relation to those who are connected with their progress, history resolves itself into a study of the institutional life of the race concretely set forth in the ideas and actions of its men and women.

The Biographical Side.—In the elementary school, especially in beginning the subject, it is advisable to treat it as an account of a series of events or as a study of the development of institutions. A knowledge of institutions is the result of a generalization of the knowledge of events, and events are of broader and vaguer interest than are the actions of men. This method is not only the most interesting, but it is the logical method, and the habit of mind or condition of mind of the child.

While history in the early teaching of it is concerned with people and their actions, it is concerned in the main with the actions of people outside of the experience or observation of the child. It makes constant appeal to the imagination rather than to sense perception and in relation to formal teaching it is confined to the upper half of the course.

Much preparatory work for history is done in the second, third and fourth years in connection with the reading work. Stories of home life, of other lands and peoples, fables, myths, and tales of Greece and Rome and the Northland, adventures, great heroes, Bible characters, historical pictures, are good material for oral and written reproduction, and at the same time furnish excellent material for the foundation work of history. Up to the beginning of the fifth grade the story and the romantic, rather than the fact side of history should be given prominence. The aim should not be so much to impart a definite amount of knowledge and to require the memorizing of facts as, by a judicial selection and presentation of material, to leave in the minds of the pupils general impressions of the results of right and wrong actions, to arouse an intelligent interest in people, places and events, and to develop a genuine taste for the subject. Inasmuch as in the child's mind the place relation precedes the time relation, maps should be freely used in the teaching of history in the early part of the course and geography is an important aid to history teaching throughout the course.

History in the Upper Grades.—In the higher grades a grasp of the time relation, the study of motives, cause and effect and judgment as to the reason of things should gradually replace the story and picturesque side of the subject. The state should ultimately emerge as the highest of human institutions, and loyalty to the state as the first virtue in the citizen.

Special Days.—The dates on which important national events have occurred, and national and school holidays such as Alberta Day, Dominion Day, Paardeburg Day, Trafalgar Day, Empire Day, etc., may be marked by special exercises and the flying of the flag.

Grade V.

I. Home History—

Stories by pupil and questions by teacher concerning:

(*a*) The origin of the settlement or community and its location.

(*b*) The social life of the community.

(1) In earlier days.

(2) The gradual acquisition of increased comforts, privileges and opportunities.

(*c*) The occupations of the members of the community and why these are chosen; how they change or are added to in time as the needs of the community increase.

(*d*) The organization of the community:

(1) Politically, *i.e.*, Local Improvement Districts (L.I.D.), Village, Town, City.

(2) Educationally—School District.
(3) Religiously—Churches.

(*e*) Comparison of life of boy or girl now with the life of a boy or girl in earlier days; the difference and reasons for this.

II. Transition to the larger community—The Canadian West—

(*a*) Characteristic Stories of Western Life:
Pioneer Life, Indian Life, Fur Traders, Cowboy Experiences, North-West Mounted Police, Trails, etc.

(*b*) Local buildings and places of historical interest: Hudson Bay Co., Forts, etc.

(*c*) Heroes of Exploration:
Hearne, McKenzie, Fraser, Thompson, etc.

Grade VI.

I. The Canadian West—Alberta, Manitoba, Saskatchewan.

(*a*) Pioneer life and experiences, with particular reference to the Fur Trade and the Hudson Bay Co.
(*b*) Missions and schools.
(*c*) Sale of Rupert's Land.
(*d*) Red River Rebellion.
(*e*) Manitoba, a Province.
(*f*) Organization of North-West Territories.
(*g*) Saskatchewan Rebellion.
(*h*) Canadian Pacific Railway.
(*i*) Saskatchewan and Alberta, Provinces.
(*j*) Later Development.

II. Romantic Side of General Canadian History—

(*a*) Voyages of discovery—Leif Ericson, Columbus, Cabots, Cartier.
(*b*) The native races.
(*c*) The story of French Canada:
1. Career of Champlain, the founder of New France.
2. Attempts to Christianize the Indians; Jesuit Missionaries.
3. The story of the Fur Trade; Company of One Hundred Associates.
4. Royal Government.
5. The career of Frontenac.
6. The French Canadian—settlements along waterways, occupations, home comforts and social life, interest in their church.
7. The opening of the West—Groseilliers and Radisson, Marquette and Joliet, La Salle, Verendrye, Hearne, McKenzie, Fraser, Thompson, etc.
8. The British Conquest of Canada.

Grade VII.

I. The story of British Canada—

(*a*) Military Rule, 1760-1763.
(*b*) Royal Proclamation, 1763-1774.
(*c*) French Canadians and British Subjects.
(*d*) The Quebec Act, 1774-1791.
(*e*) The United Empire Loyalists.
(*f*) The Constitutional Act, 1791-1841.
(*g*) The Progress of Canada.
(*h*) The Story of the War of 1812-1814.

(*i*) The Rebellions in Upper and Lower Canada.
(*j*) Lord Durham's Report.
(*k*) The Act of Union, 1841-1867.
(*l*) The Progress of Canada.
(*m*) Events leading to Confederation.
(*n*) The British North America Act, 1867.
(*o*) Provinces that have subsequently entered Confederation.
(*p*) The Progress of Canada.
(*q*) Canada, a part of the British Empire.

II. The Romantic Period of British History—
(*a*) Geographical location of Great Britain and some idea of Britain's greatness and her long history.
(*b*) The story of the early Britons.
(*c*) The materials for the foundation of the British Nation.
1. The coming of the Romans; their story, invasion and influence.
2. The coming of the Jutes, Angles and Saxons; their original home, character, settlements and simple methods of government and administration of justice.
3. The coming of Christianity.
4. The coming of the Danes.
5. The coming of the Normans.
(*d*) The building of the Superstructure.
1. The Norman Period.—Distinguishing Characteristic,— "Kings vs. Barons."
(*a*) Names of Sovereigns and dates of reigns.
(*b*) Outstanding incidents of the period associated with the reign of the sovereign in which they occurred, *e.g.*, how the land was rented, the castles, the knights and their ideals, the Crusades, etc. Group everything around the distinguishing characteristic of the period.
(*c*) Brief summary of the progress of the people
2. The Plantaganet Period.—Distinguishing Characteristic,— "Barons vs. Kings."
(*a*) Names of sovereigns and dates of reign.
(*b*) Outstanding incidents of the period associated with the reign of the sovereign in which they occurred, *e.g.*, Quarrel with Becket, Richard I and the Crusades, the Great Charter, Simon de Montfort and his parliament, Conquest of Wales, Wars with Scotland, John Wicliff, Stories of Hundred Years' War, the Black Death, the Workers' and the Peasants' Revolt, etc. Group everything around the distinguishing characteristic of the period.
(*c*) Brief summary of the progress of the people.

III. The House of Lancaster and York,—Distinguishing Characteristic,—"Barons vs. Barons."
(*a*) Names of sovereigns and dates of reigns.
(*b*) Stories of the Wars of the Roses.

Grade VIII.

I. Canadian History in outline with particular reference to events subsequent to 1760.
II. British History in outline with particular reference to events subsequent to 1485.
Building of Superstructure, continued.

1. The Tudor Period, — Distinguishing Characteristic, — "Crown vs. Church."
2. The Stuart Period,—Distinguishing Characteristic,—"Divine right of Kings vs. Divine right of People."
3. The Hanoverian Period,—Distinguishing Characteristic,— "The Growth of Democracy."
4. Under each period take up the names of the sovereigns and the dates of their reigns; the outstanding incidents of the periods associated with the reigns of the sovereigns in which they occurred and grouping them about the distinguishing characteristic of the period. At the close of each period take up a brief summary of the progress of the people.
5. The greatness of the British Empire of to-day and our privileges as citizens of that Empire.

CIVICS.

All school work should convince the child of the advantages of order and government. School training is essentially a training for citizenship. Class organization brings the community sense and the administration of the school develops regard for authority. Among the subjects of instruction also history and literature contribute to broad training for citizenship. History shows the development of government and tells the story of those who have struggled for or advanced national liberty. Literature idealizes the qualities that have made men great.

Civics, on the other hand, deals particularly with the duties of citizenship. It gives the special training and information that fit the boy for public and corporate duties. It is commenced formally with the study of institutions as they are found, rather than with their growth, as well as with a study of the privileges and responsibilities of the citizen with respect to these institutions. In addition to the benefit to the citizen of knowing the character of the institutions affecting his life, the study of civics should develop public spirit and inspire to useful public service through the example of public men whose work is brought within the understanding and appreciation of the pupil.

TEACHERS' AIDS.

How Canada is Governed (Bourinot).
Municipal Acts.
The Canadian Almanac.

Course—Grade VII.

Preliminary Study.

1. *The Family.*—The Social Unit.

Parents provide home, food and clothing, administer the home and regulate the actions of the family. Children are under obligation to parents for care, and yield obedience with respect to behaviour and home duties.

II. *The School.*—A Public Organization.

Character, plan and aim of organization; Principal, teachers, pupils and classes; rules; administrations and instruction; development of industry, control, courtesy and the community sense and community obligation.

The principle of authority and obligation illustrated in the organization of the home and the school.

FORMAL CIVICS.

I. *The Board of School Trustees.*—General purpose and function of the trustee body. Significance of the term trustee. Names of local trustees. Number on country, town and city boards.

How trustees are nominated. Qualifications, legal and natural, qualifications of voters. The conducting of an election, balloting.

Organization of Board; Chairman, Secretary-Treasurer; committees. Duties of Board: providing buildings and equipment, engaging teachers, supervisors, superintendents, janitors, truant officers and other officials, making rules for the conducting of the school, levying and collecting taxes (method in towns and cities), raising money by debenture, making returns to the Department of Education.

Mock election of trustees in school room.

II. *Municipal Government.*—

Cities and Towns, Villages and Local Improvement Districts. (Begin with local type.)

Need of local government. Names applied to members composing municipal bodies,—mayor, aldermen, councillors; names of persons who are local members.

Interests controlled in Towns and Cities.—Streets, sidewalks, water, lighting, street-car service, telephone, public order, protection of property and life, taxation, hospitals, charities, licenses, parks, etc.

Organization (1) *Cities.*—Mayor and aldermen, how elected, qualifications, and qualifications of voters. Commissioners in special departments, finance, public utilities, etc. Officials: Secretary, Treasurer, Auditor, Assessor, Collector, Medical Health Officer, Chief of Police, Magistrate, Building Inspector, etc.

Powers with respect to by-laws and regulations.

(2) *Towns.*—Mayor and councillors in towns.

Names of members of local council.

Nomination and election of councillors; qualifications and qualification of voters; powers and duties, studied as in the case of cities with respect to by-laws and regulations.

(3) *Village Councils.*—Members, number, names of local members, officers, powers and duties.

(4) *Local Improvement District Council.*—Map of local district. Number of members and names of members in local council. Method of election. Qualifications of members and of voters. Variations in size of districts and in number of members of council. Powers and duties of Councils. Large local Improvement Districts and Councils.

Principle of self-government illustrated in School Board and Municipal organization and powers exercised.

III. Introduction of terms Provincial, Federal and Imperial Government. Study to establish relations of local municipal organization to Provincial Government. Relation of Provincial, Federal and Imperial Governments. Representative heads: Lieutenant Governor, Governor-General and Sovereign and law-making bodies. Sister colonies.

Grade VIII.

I. THE PROVINCIAL GOVERNMENT.

Alberta.—The Legislature.—Number of members, local members, qualifications of members and of voters, legislative term; elections, caucus, nomination, balloting, indemnity.

Organization of Legislature.—The Party System, Government and opposition parties. Premier and Executive Council or Cabinet. How chosen, general functions.

Department of administration: Minister of Public Works, Attorney-General, Minister of Education, Provincial Secretary, Provincial Treasurer, Minister of Agriculture, Minister of Railways and Telephones and Minister of Municipalities. Present members of Executive Council. Deputies, powers and responsibilities. Common officers of the government,—School Inspectors, License Inspectors, Local Improvement Officers, etc.

The Legislature at Work.—Government and opposition; the Speaker. How laws are made; Bills and Acts, public and private bills; readings.

Sources of Revenue.—Taxes, subsidies, etc.

The Lieutenant-Governor.—How appointed; term of office, salary and maintenance, government house. Powers: summons, prorogue and dissolves the Legislature; assent and veto. How exercised.

Variations in organization of Legislature in different provinces,—One house or two-house Legislatures.

The Law Courts.—Simple introduction of the function of courts in relation to legislative and executive functions explained by terms, law-making, law-enforcing and law-interpreting bodies.

II. THE FEDERAL GOVERNMENT.—Discussion of powers and duties in contrast with Provincial Legislatures. Basis of differentiation. Brief inspection of parts of B.N.A. Act, to show division of commoner duties. Use of the terms Parliament and Legislature, of M.P., M.L.A., M.P.P.

The House of Commons.—Number of members, distribution, basis of distribution, the census, term of office, members for Alberta.

The Senate.—Number, qualifications, term of office, how appointed; members for Alberta; general and special functions of Senate.

Organization of Commons.—Government and appointees,—the Speaker, the Premier and Cabinet. Departments of Administration; Trade and Commerce, Militia and Defence, Finance, Customs, Inland Revenue, Marine and Fisheries, Interior, Justice, Postmaster-General, Public Works, Railways and Canals, Secretary of State, Labor, Solicitor-General, Ministers without portfolio.

Legislation.—Studied as under Provincial Government.

Sources of Revenue.—Taxation, Customs Duties, Inland Revenue, Royalties.

The Governor-General.—Appointment, term of office, maintenance, relation to cabinet, etc., studied as under Provincial Government.

The Courts of Law.—General function of the courts of law. Courts, Magistrates, Justices of the Peace, District and Supreme Courts, etc.

Trial by jury, bail, pardons, plaintiff and defendant, etc.

The Imperial Parliament.—Made up of Commons, Lords and Sovereign. Explain by comparison; High Commissioner for Canada. Canadians in British House. The Imperial conference.

Forms of National Government.—

Great Britain. A Monarchy,—Hereditary, Constitutional. Other examples.

Despotisms—examples.

Republics—examples.

Patriarchal Governments.

Public Meetings.—Simple rules of order for conducting of public meetings in relation to clubs, sports, etc.

COMPOSITION.

The various forms of expressive and communicative activity are based alike on impressions received through eye, ear, and other sense organs. Whether the form of expression be instinctive movement, gesture, pictures, speech, or written language, the indispensable basis for every act is in the first instance, clear and definite sense-impression. But one sense organ alone usually affords but a partial knowledge of an external object or situation; hence, there is, imperative need of co-ordinate impressions through sight, sound, touch or whatever other senses bring us ideas of anything in the outside world.

Thus, giving free play, progressively, to the various forms of utterance, from simple movements or inarticulate sound upward, we get, at length, the substance or content of language. Without this all-round sense basis, language would begin merely as meaningless symbols. But with this, the symbols soon associate themselves with the proper experience, and thus become adequate means of response to the experience.

Thus we get the substance of language expression. For example, even a preposition, as "for" falls naturally into place as a concrete language instrument, as soon as the learner has had a clear experience of, *e.g.*, "milk" and "pussy" in a certain relation to each other. This is the substance: the form of language expression is a matter of social convention, and is governed by the demands of directness, force and beauty. It is not hard to see, then, what should be the relation, in language teaching, between these two phases, the substance and the form: the latter should proceed in a column, parallel, so to speak, with the former, but always a little behind. No principles of form, or grammar, should be taught, at least in the first six grades, the need and occasion for which have not been developed in the practical substance work, or composition. Let the child realize through carefully guided every-day exercise, the use and relation of the language symbols; first through ear, in conversation and story; next, through eye and hand, in reading and writing; and finally through judgment of the value of words and word-groups. Thus he learns to generalize through real experience: he learns the principles of form inductively. His own real needs of expression and communication furnish him with opportunities for observation of the function and relation of language forms; he has a living motive for reading and speaking correctly, and for writing letters and exercises; these tasks are not merely school-room drills. And thus, function and relation precede form and structure until, in the higher grades, he can attack the scientific principles of language directly.

To sum up, emphasize oral work throughout. The ear is for a long time the supreme test in language work.

Let the actual situation or experience of the child serve to furnish impressions and expressions for language substance, co-ordinate action, sight, sound, and touch as a basis for the spoken symbol; *do not begin with "make-up" sentences.*

Formulate, little by little, according as usages are realized and appropriated; in this way the much-dreaded rules of grammar may be mastered in great part almost unawares, and they no longer depend on memory alone.

Develop the sense of motive in language work by encouraging the pupils to express themselves freely to each other, by question and answer, story and description; provide for the writing and receiving of "real" letters to and from others at a distance; draw the material from experience in the whole day's work and play.

Finally, while the difficulties of penmanship are being mastered, avoid anything in written work beyond copying or transcription or dictation for the manual process is still exacting the major share of the thought. And, generally, avoid loading the beginner with simultaneous burdens of thought, expression and penmanship.

Grade I.

Conversation between teacher and pupil, and among pupils themselves, about home, toys, games, pets; natural objects such as sun, moon, stars; clouds, wind, weather; trees, flowers, birds, insects; day and night; planting seeds, etc. This serves to determine the child's native stock of language material on entering school.

New Material.—Stories about every-day life, fairy tales, nursery rhymes, child verses; home stories; stories of children of other races and lands and times (with pictures); Indians, Chinese, early settlers, Bible peoples. Teacher tells and afterwards conducts conversation as above.

Pictures.—Well-known child pictures, home scenes; picture suggestive of a story, *e.g.*, "Driving a Pair," in Alexandra Primer. Conversation as above about pictures; story based on it.

Further oral exercises about the doll's house, the school garden, clay modelling, simple dramatizing, action songs, and rythmical movements. New words taught through the visual, auditory, motor or other sense experience, thus: such action or relation words as lend, give, sell, raise, carry; longer, shorter, etc.

Beginnings of written work on basis of previous oral work. Sentences by pupils about subjects suggested by teacher written on board by teacher and copied by class; later, subjects only copied by class and original sentences called for, written on board as given, and copied by pupils.

Correct forms in the use of which error is most common, as "there is," "there are," "I saw," etc. Question forms, such as "Is there?" "Are there?" "Have I?" "Has he?" developed from corresponding statement forms.

Capital, period, question-mark. Capital for proper names, for the pronoun "I" and the exclamation "O." Exclamation mark.

Grade II.

Oral Work: Conversation about every-day incidents; about trades and occupations; about stories and descriptions in Reader; about natural objects and occurrences, *e.g.*, putting forth and falling of leaves, flowering of plants, migration and other habits of birds and common animals; about pictures, suggestive and descriptive, *e.g.*, "Piper and Nutcrackers," "The Eskimo Baby," in First Reader.

Free story-telling by pupils to teacher and to one another, using above material; also good stories from prescribed and supplementary

readers and other good sources, told or read by teacher. Bible characters, legendary heroes, early settlers, etc. Oral reproduction in conversation exercises.

Written Work: Groups of sentences about single topic. Sentences written in picture scrap-books to accompany each picture pasted at the top of page.

Command and request: correct uses of *lie* and *lay*, *did* and *done*. *saw* and *seen*, in sentences and always in connection with activity denoted.

Simple use of the comma, as in "Close the door, please." Simple abbreviations and contractions; period in the former and apostrophe in the latter and in possessive forms. Simple uses of the hyphen; dates and addresses.

Grade III.

Oral Work: Original stories based on pictures, personal experiences, simple impersonations, *e.g.*, as in "Story of a Drop of Water." Telling a story or describing a scene from different points of view (cf., "Blind Men and the Elephant"). Stories of historical characters; talks about natural scenery, building operations, business and social and domestic activities.

Anticipate paragraph structure by having pupils tell about single topics in a whole story or description. Make use throughout of prescribed and supplementary readers as furnishing models of simplicity and rhythm.

Make use of motor expressions in connection with drawing, song, handwork, to furnish language material; drawing and pasting books with written stories or descriptions to accompany each entry.

Oral descriptions from memory and exercises to develop memory and imagination.

Written exercises following oral materials as above, in which the idea of the paragraph is suggested by grouping of sentences according to topic. Also suggest idea of unity in the sentence.

Letter writing: Form of letters and simplicity and taste in concluding to be emphasized. Addressing of envelope.

Further training in common forms: *rise* and *rose*; *raise* and *raised*; *sit* and *sat*; *a* and *an*, etc.

Type forms of questions, *i.e.*, answered by "yes" or "no"; asking "who?" "which?" etc.; asking "when?" "where?" etc.

Whole subject and predicate as forming the two essential divisions of sentence, but not further analyzed.

Further uses of comma; interupted quotations.

Grade IV.

Oral work: previous material extended; closer correlation with other school work by insistence on clear and well-sustained answers; simple problems arising out of other work calling for solutions; situations calling for explanation; accounts of activities based on games, farm work, home duties, daily scenes and experiences.

Exercises based on historical incidents and longer narrative. Accounts of field trips in nature study or geography, visits to industrial plants, activities in out-door life, descriptions of travel.

Written exercises following above, and based on similar material; idea of paragraph made more explicit.

Invention: impersonation, *e.g.*, as in the story of "City Mouse and Country Mouse," worked out on outlines suggested in class. Story about a suggested topic. Letters.

Definition of familiar objects after repeated observation of their use; definition of concrete terms. Practice in synonyms and autonyms.

Elements of form: Extending the pupil's ideas of clearness, force and rhythm in the sentence; easy complete sentences; correct uses of such words as "well" and "good," "fast" and "quick," etc., etc.

Exercises in agreement of subject and verb, without grammatical analysis; correct use and personal pronouns; simple homonyms.

All uses of period, and of question, exclamation and quotation marks; further uses of comma; colon before a series.

Grade V.

Oral practice in material of previous grades. Paragraph extended orally and more clearly defined; connection in the thought of successive sentences in the paragraph. Description after study of object; easy off-hand description.

Written paragraphs of description from topic; series of paragraphs arising from natural divisions of whole subject, *e.g.*, harvesting, building a house, duties of each player on a team. Writing quotations.

Letter-writing: Friendly letters, letters of thanks and acknowledgment; simple business orders; bills and receipts.

Choice of words; arrangement of words and phrases in relation to meaning.

The more common uses of *shall* and *will* and *should* and *would*. Drill on forms in the use of which errors are most common.

The simpler use of the semi-colon.

Grade VI.

Oral work: emphasis on clear, fluent and correct narrative and description based on personal experiences, incidents in history or literature, situations, real or imagined; short exercises with much variety.

Written work: as above, emphasizing the value of unity, sequence and proportion. Exposition of processes and principles in daily experiences. Series of paragraphs arising from natural divisions of whole subject, and showing consequent articulation; as in description of farm operations and industrial activities within experience of pupil. Also frequent exercises in making outlines alone for such composition.

Letters and business forms: informal social letters, mail orders; notes and drafts; advertisements, telegrams, news items.

Value of complex sentence as making main thought prominent. Value o compound sentences as balancing equally important thoughts. Exercises in changing from direct to indirect narration, and the reverse.

Use of auxiliary forms such as *can, may, must, must have,* ("must of" is a common error), *ought,* etc.

Argument: arrangement of material according to principles of unity, coherence, force, proportion. Distinction between argument and exposition. Rules for organized debate.

Study of forensic passages in Readers as well as of good articles and speeches on current questions. Qualities of persuasiveness, force, humor, picturesqueness and vividness observed in good models.

Self-criticism and mutual criticism by appeal to ear (chiefly), to eye, and to judgment (*e.g.*, in argument); no written work accepted for examination until it has been read aloud by the writer or to him by another—the ear is the supreme test.

Distinction between words nearly synonymous. Correction of colloquialisms and provincialisms. Freshness and naive truth of

wording, avoidance of hackneyed phrases. Construction of prepositions with other words according to standard idioms, *e.g.*, "different to," "in accordance with," etc.

Much practice in letter-writing, emphasizing directness and conciseness in business letters, and freedom and good taste in informal correspondence. Official salutations and addresses.

All common business forms and abbreviations.

Use of the colon. Practice in use of all punctuation marks.

Further uses of semi-colon.

Grade VII.

Continued insistence on good oral expression in connection with daily work.

Oral exposition: debates on school and current topics; exercises based on lessons in civics, as, conducting meeting, how public money is raised, departments of administration, etc.

Written work: more inventive exercise. General work in all forms of composition. Attention called to rhetorical value of the simpler figures of speech; making out plans of story argument in order to make method explicit.

Force of varieties of sentence structure; when to use the complex and when the compound sentence. Care in choice of words and expressions; qualities requisite in the paragraph.

Practice in letter-writing of all kinds.

Force of optative and conditional forms; sequence of tenses.

Double quotation marks. *i.e.*, a quotation within a quotation; italics; drill in all forms commonly involving errors.

Grade VIII.

Oral exercises: more lengthy narrative, well arranged and vivid description, clear exposition.

Study of the principles of narration from good models: chronological sequence, plot development, approach to climax; unity, coherence, balance, emphasis; study of above in prescribed and other literature; original short stories.

More extended or elaborate exposition: unity, coherence, emphasis; factors of clearness; separate explanatory and descriptive accounts of the same object of experience. Good models from prescribed and supplementary readings.

GEOGRAPHY, NATURE STUDY AND AGRICULTURE.

Scope.—Geography teaching is the channel through which the pupil gets a knowledge of the world far away and near, including the earth itself (taking account of land, water and the air), animate and inanimate nature, man and his activities and the elementary aspects of his political organization. In general geography is the natural science subject of the public school.

Geography and Nature Study.—A difference is sometimes made between geography and nature study on the basis of one being a formal body of organized knowledge of general character on the one hand and of the other being concerned with incidental, local and perhaps minute nature on the other hand, or of one being essentially a study and the other a method. As the materials of both subjects for the earlier years of school, however, are common and cannot with advantage be separ-

ated, and as the close observation method is appropriate to both, the subjects are combined during the first half of the public school period.

Formal Geography and Agriculture.—In the fifth year the geography becomes more formal and takes account of larger physical, commercial, and political relations for the remainder of the course. The institution of the school garden is made a part of the nature-study work in the fifth and sixth grades, and is accessory to the definite elementary soil and plant science of the seventh and eighth grades. The term agriculture might just as suitably be horticulture. The work in agriculture is not intended to be specifically vocational and may serve the home-maker or gardener in town equally with the person living and working in the country and give valuable science training to both.

In the organization of Rural Schools it may be convenient to give a manual training aspect to the course in the Grades VII and VIII as suggested under the Course in Manual Training.

Method.—The combination of geography with nature study is one way of emphasizing the field method of instruction. While formal geography involves large prospection on the part of the pupil, there is much material belonging to the first four years of the course in both subjects, and to all of the nature-study and agriculture, that is wholly suited to field and laboratory methods. Adequate treatment of the course demands much out-door teaching. The general aim of the teacher in relation to the nature-study side is the awakening of interest by the encouragement of observation, and in relation to the agricultural side is to develop a recognition of use on the basis of understanding. As agriculture is an applied science understanding should be secured by experiments with soils and plants in the schoolroom, school garden, home garden and farm.

In the teaching of geography other than local, liberal use should be made of literature, pictures, etc., relating to travels, natural features, and the habits and activities of people in other lands.

Industrial Studies.—The course should not be looked upon as inflexible or exhaustive. It should be modified or expanded to take account of conditions and activities in different parts of the province, or in cities as distinguished from the country.

GEOGRAPHY AND NATURE STUDY.

Grade I.

Direction and Time.—Direction as ascertained from the position of the sun at morning, mid-day and evening. Cardinal points. Use of terms day and night, morning and evening, forenoon and afternoon, mid-day and midnight.

Weather Observations.—Kind of day—hot, cold, cloudy, sunny, rain, snow, mist, fog, hail, etc.

Plants.—Picking and arranging of bouquets of wild and cultivated flowers for schoolroom decoration. Recognition of two varieties each of cultivated and wild flowers from sweet pea, pansy, nasturtium, poppy, golden rod, aster, crocus anemone, violet, and one variety of tree from poplar, cottonwood and Manitoba maple.

Animals.—Movements of animals. Lists on basis of characteristic movement from observation of robin, pigeon, hawk, duck, goose, fish, horse, coyote, rabbit, etc. Recognition of robin, sparrow, pigeon, and blackbird.

Grade II.

Direction and Time.—Fixing the direction of places in relation to the school. Teaching semi-cardinal points and local application. Direction of roads, streets, rivers, streams or other local features.

Time.—General idea of the measurement of time from the position of the sun at noon. Clock reading.

Weather.—Continuation of observations of weather daily, also direction of winds and storms. Records by teacher. Idea of prevailing winds from weather records. The seasons and seasonal activites. Winds, calm, breeze, gale, hurricane, storm.

Plants.—Learning of the parts of plants from the varieties observed in Grade I, root, stem, leaves, flower and fruit, also the parts of trees. Recognition of varieties extended and the observation of places in which they are to be found.

Animals.—Habits of animals. Changes in coat, and migration and disappearance of animals with changes of season. Food and homes of animals, robin, coyote, etc. Concrete study of habits—nesting, feeding, etc., of one common bird.

Grade III.

Map Work and Conventional Direction on Maps.—Map of school room and school grounds. Position of objects in schoolroom and of school on school grounds. Extension of map to include neighboring streets and roads, other buildings, land and water features, etc.

Weather.—Observations continued. Individual records of weather conditions.

Vapor Phenomena.—Clouds, rain, fog, mist, dew, sleet, snow, hail, ice. Simple observation of the foregoing phenomena.

Forms of Land and Water.—Such of the following as are found locally: lake, pond, slough, bay, creek, river, strait, island, peninsula, isthmus, coulee, bench and bottom lands, cutbank, butte, hill, mountain, valley, pass, base, peak, plateau, cliff, promontory, etc. Field work necessary.

Plants.—Study of plants in relation to habitat, dry and wet places, in water, in sunlight, in shade. Field work necessary. Further recognition of varieties of trees. Shrubs—Saskatoon, Raspberry, Gooseberry, Blackberry, Black Currant. Trees in relation to habitat: Cottonwood, Poplar, Spruce, Willow, Jack Pine, Evergreen and deciduous trees. Field observation.

Animals.—Simple study of adaptation of animals for characteristic movements and food securing. Concrete study of the habits in home making, feeding, etc., of the rabbit or gopher. Recognition of other varieties of birds according to locality and season: Snowflake, chicadee, English and song sparrow, woodpecker, Canada jay (whiskey jack), mallard and teal, prairie chicken and ruffed grouse, muskrat, jackrabbit, squirrel, chipmunk and kit fox.

Grade IV.

Forms of Land and Water.—Complete study of forms of land and water named for Grade III accompanied by field work where possible.

Map Work.—Extension of map work to take account of school district or municipality.

The Earth as a Whole.—Shape. Great land and water divisions. Names of continents and oceans. Comparison as to position, size and shape. The globe and the map of the world.

Rotation.—Axis and poles. Equator. Cause of day and night.

Revolution.—Course about the sun. The north star. Torrid, temperature and frigid zones. Characteristic plant life of the different zones. The seasons and their causes. Characteristic races of the human family in the different zones and their activities generally.

Plants.—Review of parts of plants, simple uses of parts in plant economy, anchor function of root, support by stem, fruit from flower, etc. Recognition of plants extended to include silver weed, milk vetch, wild bergamot, shooting star, everlasting pea and shrubs; wild rose, honeysuckle, cranberry and choke cherry. Plant records.

Animals.—Recognition extended to include garter snake, rattlesnake, bat, toad, frog, bee, wasp, butterfly, dragon fly, grasshopper, beetle, mosquito and fly. Birds: recorded lists of all-the-year-round birds, winter visitors and summer visitors. Records of first appearance and of disappearance of migrates.

NATURE STUDY.

Grade V.

Plants.—General economy of plants in the support of man and animals. List on basis of different uses. Plants studied as to parts used: beet, turnip, carrot, potato, etc. Fruits: apples, plum, cherry, berries. Grain: grasses and clovers. Trees: hard and soft wood.

The School Garden.—Class or group allotment of work in growing of common vegetables in pupils' plot. Preparation of seed bed, planting, care, harvesting and economic disposal of products. General demonstration plot under direction of teacher. Good and poor preparation, care, etc. Comparison of results. Decoration: flower pots, borders, shrubs, tree planting and care of grounds. Encouragement of home gardening and plant growing.

Animals.—Study where possible habits of animals not inimical to men: deer, antelope, moose, chicken, grouse, duck, etc. Their conservation. Birds as destroyers of insects and weed seeds: robin, swallow, redpole, snowflake, etc. Metamorphosis of frog, moth and butterfly.

Grade VI.

Plants.—Examination and making of list of known trees, shrubs, and plants related to the area selected for close physiographic study in Grade V. Teaching of annual, biennial and perennial habits of plants from spring grains, nasturtium, replanted turnip or carrot, timothy alfalfa, currant, etc. Definition of weed. Illustration. Recognition of a few common weeds.

School Garden.—Class allotment of work in pupils' plots. Elaboration of plot plans and choice of things grown by pupil. Elaboration of design in form and color for decoration. Planting, care and harvesting and economical disposal of products as in Grade V. Care of plants for school room decoration. Planting of trees and care of grounds.

Animals.—Examination and making of lists of known animals, birds and insects related to the area selected for close physiographic study in Grade V. Conservation: combatting of destructive forms in animals—coyote, wolf, bear, gopher, mouse, cowbird, cutworm, wireworm, potato bug, beetle, plant louse, etc.

AGRICULTURE.

Grade VII.

The Soil.—The home of the plant. Subsoil. Origin of soil. Classification of soils. Properties of soils. Color, weight, texture, moisture-holding capacity, adhesiveness, temperature. Studies to be concrete by use of samples, school garden and field work.

The Plant.—Conditions of germination—heat, air and moisture. Conditions of growth—heat, air, moisture, light and drainage. Experiment and observation in the school room, school garden and neighborhood with respect to the influence of different conditions of light, heat and moisture. Plant feeding, transpiration, etc.

Grade VIII.

The Soil.—Cultivation—seed bed, seeding, cultivation for admission of air and for receiving and retaining moisture, destruction of weeds, etc. Drainage. Irrigation. Soil depletion and restoration. Principles taught through practice and observation in growing school plants, in work of school garden and in field crops.

The Plants.—The practice of growing representative kinds of roots, vegetables, bulbs, cereals, flowers in pots, school garden and home garden. Small fruits. Fruit and shade trees. Shelter belts. Recognition and effective destruction of common local weeds. Methods of propagation of plants,—seed, stem-cutting, root-cutting, suckers, runners, and tubers.

GEOGRAPHY.

Grade V.

North America.—Study of North America as to position, shape and size, structure continental elevations and basins, position in relation to zones, general climate, products, people and activities, Maps. Peoples occupying continent. Tracing of International Boundary.

Canada.—Thorough study of surface features of Canada, elevations, drainage systems; general climatic conditions, and climatic divisions; people; industries; surplus products and additional needs. Exports, imports, centres, trade routes within the Dominion, with greater emphasis on Alberta. Maps.

Review of history relating to establishment and growth of Dominion by organization of provinces. Provincial capitals, maps. Plan of government.

United States.—Comparison of general climate with that of Canada. Study of productions and industries of state groups: Atlantic States, north, middle and south; north and south Mississippi states; plateau states; Pacific states. Exports and imports, great centres, transporation routes, nature of exchange with Canada. Dependencies, names only.

Mexico and Central America.—Surface, climate and products treated briefly. Winds, currents and tides.

South America.—Comparison with North America as to size, shape, location in relation to zone, climate, productions, people and activities. Relations with North America in exchange. Trade centres and exchange routes. Maps.

Local Physiography.—Close study by field work, map study and map construction of stream or river as to source, direction and destination, drainage area, character of banks, right and left, soil, subsoil, abundance or scarcity of vegetation. Description.

Grade VI.

Europe.—Comparison of Europe as to position, size, and structure with western continents; structural relation to British Isles. Important countries: products, peoples and their activities. Maps.

British Isles.—Thorough study of surface features, climate, products, people and activities of the British Isles. British commercial supremacy, how established. British industrialism, manufacturing, manufacturing centres, centres of special industries. Agriculture, the live stock farm of the world. Trade, nature and scope of exchange, trade statistics. Maps.

Asia.—Size and structure, comparison with western hemisphere: climate, products, activities, trade, important countries, great centres, exports and imports.

Africa.—Similar study to that relating to Asia.

Australasia.—Similar study to that relating to Asia.

Climate.—Causes affecting climate. Illustrated from all the countries of the world.

Grade VII.

British Possessions.—Careful map construction, comparative study of area, resources, population, characteristic activities, nature and extent of trade among the great colonies. Nature of exchange with Great Britain. Strategic possessions. Political relation of the colonies to the Imperial Government.

Alberta.—Close study of structure, surface features, drainage, natural resources, industries and trade of Alberta. Special climate study. The chinook. Chief cities. Water, rail and trail routes. System of survey. Maps. Intensive study of the work of the rancher, miner, trapper and fur trader. Industrial transformations.

Vapor Phenomena.—Teaching of causes of clouds, rain, mist, fog, dew, snow, hail, sleet, etc., by careful experiment and demonstration when possible.

Grade VIII.

Review of geography of the countries of the world, with special reference to exchange as the outcome of characteristic resources and activities. Simple plan of government in type, states or countries.

Trade routes of the world. Careful map construction.

Latitude, Longitude, and Time.

DRAWING.

Scope and Purpose.—The work includes object, illustrative and nature drawing, drawing to scale, lettering, color study and color work, and the study of art works. The object of the course is to develop a capacity to use drawing as a common means of expressing ideas in masses, lines and colors; to increase the capacity of the pupils for the enjoyment of art and of nature through art; and to develop taste and accuracy in industrial work. The work may appeal to talent but should be valuable to all pupils on general grounds. It should be an expression of daily experience whether from casual observation, directed attention, incidents in daily life at home or at school, or from studies.

The Course.—While all drawing resolves itself ultimately into representation, for convenience in teaching by organized progression, the subject is dealt with under representation, decoration, color and construction, the last named subject having relation principally to the

need of correlating drawing and the constructive or industrial work of the two upper grades of the school. Decoration is an application of representation through the conventional employment of types used in object drawing. While color is made a separate topic and formal elementary lessons in color seem necessary, it is expected that the subject of color study will progress step by step with the work of representation and it should be studied with a view to progressive application to this work.

Progression in Art Study.—There is no wide difference in the character of the work or in the educational results secured in the teaching of art in various grades of the public school, apart from the utility aspect of the subject as an aid to manual or industrial work in the upper grades. There is, however, a difference with respect to the application of principles to practice in the upper half of the school period in contrast to the work of the lower half, and some difference in respect to freedom in the matter of allowing for individual choice.

In the main, the office of the teacher in the lower grades is to arouse interest in the pupil in using the crayon or brush as a means of expression, coupled with the securing of manual facility and the recognition and appreciation of color. In the fifth grade, the formal principles of perspective, light and shade, and compositions are introduced, outdoor sketching is carried on, and greater complexity involved in the color work in relation to representation and decoration. In the upper grades considerable elaboration in decoration and design is expected; considerable progress should likewise be observed in the art quality of pupil's work. The employment of scale and plan work is made a part of the course for the last two years for the sake of those who do not secure this training in manual training departments.

Materials.—The materials and utensils employed are as follows:—The blackboard for free arm exercises, rough paper, drawing books in white and colored papers (not less than ten by twelve inches), and sketching pads about six by eight inches. Soft crayons (other than wax), and including charcoal, are required for the first two years' work. H.B. pencils for all grades. A No. 6 (Reeves & Sons') brush is the most generally useful for all grades, with a No. 4 added for the upper grades. Color boxes in four colors for the first four grades and in six colors for the four upper grades, with a tube of white for use with colored papers added, will be sufficient. Reeves & Sons' (Dalston, London, Eng.), materials in brushes, color boxes and papers are recommended throughout on account of their superior quality and low cost.

For teachers' use, the course of the Prang Series of Text Books in Art Education will be found in close relation to the course, the numbers running parallel with the numbers of the grades, but with text book No. 7 answering to both grades VII and VIII, Suggestions for illustrative drawing may be found in various primers such as the Aldine (Newson & Sons, N.Y.), Step by Step (Ginn & Co., N.Y.), and the Sunbonnet Babies (Rand, McNally & Co., Chicago).

Grade I.

Representation.—Illustrative Drawings; free illustration related to the child's experience and to stories. Common objects, such as fruits, in line and mass. Simple landscape. Object drawing. The sphere and cylinder.

Decoration.—Border using for repetition geometric figures, square, circle, etc., and simple conventionalized, natural forms, booklet, valentine.

Color.—Study of standard colors. Use in design and in representation.

Grade II.

Representation.—Illustrative Drawing: Suitable for class and season of the year. Object drawing: Common objects in line and mass. The hemisphere. Memory drawing: Common objects, simple landscape. Picture study.

Decoration.—Easy patterns using geometric figures and conventionalized natural forms as units of design. Christmas booklet or card. Simple lettering.

Color.—Study of six standard colors. Flat washes in ink and color. Application to design and representation.

Grade III.

Representation.—Illustrative drawing: As in second year. Object Drawing: common objects, fruits, vegetables, and leaves. The cube. Simple memory drawing: animals in mass. Games. Simple landscape.

Decoration.—Conventionalizing in simple natural forms. Use in decoration of hand work. Simple lettering.

Color.—Review color work of second year. Color schemes from nature used in design.

Grade IV.

Representation.—Illustrative Drawing: Exercises in composition in line and in mass. Object Drawing: Trees, groups of leaves or fruit, animals. Use of type forms, the cube, cylinder and sphere in their application to object drawing and for the study of light, shade, and perspective. Landscape. Memory Drawing: objects mentioned above. Picture study and life of artist.

Decoration.—Continue conventionalization of natural forms. Decoration of hand work. Lettering.

Color.—Complimentary colors. Effects of different combinations of color.

Grade V.

Representation.—Illustrative Drawing: Related to other school subjects. Continue studies in composition in line, values and color. Continue study of perspective from outdoor and indoor examples, and by the collection of sketches illustrating its rules. Memory drawing.

Sketching from Window.—Quick sketches of animals. Flowers and fruits in pure color and from direct handling. Picture study and life of artist.

Decoration.—Simple historic ornament of Egypt. Book cover. Calendar.

Color.—Review. Neutral values of colors.

Grade VI.

Representation.—Illustrative Drawing: As in fifth year. Rules of perspective illustrated. Memory drawing. Sketching of door in various positions. Landscape. Picture study and life of artist.

Decoration.—Simple historic ornament of Greece. Decoration of border. Simple surface pattern.

Color.—Review former color work. Greyed colors.

Grade VII.

Representation.—Representation of objects as in sixth grade. Illustrative Drawing: as in fifth and sixth grades. Memory drawing: as in fifth and sixth grades. Sketching: as in fifth and sixth grades, and furniture sketching.

Decoration.—Simple historic ornament of Rome. Surface patterns from conventionalized natural forms. Individual work.

Color.—Review color. Make scales in full, neutral and greyed colors.

Construction.—Working drawings.

Grade VIII.

Review of historic ornament of previous years. Continue each line of study with more attention to the underlying principles of beauty. More difficult working drawings. Pupils should work more independently, choosing and arranging models, selecting good compositions in outdoor work, and illustrating from a broader field. Criticism of work.

GEOMETRY.

Grade VIII.

A course in Practical Geometry intended to train the pupil in accuracy in drawing lines of required length, in measuring lines, in constructing angles of given magnitude, in measuring angles that are constructed, and in the construction of geometric figures generally.

The year's work will provide an excellent foundation for the courses in Theoretical Geometry for the higher grades.

Instruments required: a ruler, a pair of compasses, a protractor, a pair of dividers and a set square.

Outline Geometrical elements: construction of triangles; equality of triangles; bisection of lines and angles; perpendiculars; theorems respecting the angles of a triangle; parallel lines; parallelograms, rectangles and squares; relations in area between parallelograms and triangles; squares on the sides of a right angled triangle; the circle, its symmetry; tangents, finding centre of a circle; tangents to circles, and circles touching one another; angles in a circle; relation between segments of intersecting chords; triangles in and about circles; circles in and about squares; squares and circles in and about circles and squares; regular polygons; similar triangles.

MANUAL TRAINING, HOUSEHOLD SCIENCE AND ARTS.

Scope and Aim.—The course includes stick laying, paper cutting, paper folding, cardboard construction, raffia and reed work and mechanical drawing; sewing and cooking, home nursing and the care of the home. The gardening and agriculture of the four upper grades of the school in rural districts have manual and industrial significance and bear upon occupational environment in a manner similar to the bench work of the town and city schools. While a definite course is set forth, it should be understood as being subject to suitable modifications to reflect local needs and conditions.

The object of the work is to give a new channel for the expression of ideas; to give hand and eye training; to develop constructive impulses, judgment, accuracy, resource, patience, industry and a sense

of symmetry, proportion and beauty by the artistic production of common things, to give respect for manual pursuits and encourage industrial efficiency.

Materials.—The following materials are required for the hand work below Grade VII: (1) sticks of varying lengths from one to three inches being the standard lengths; (2) paper in sheets to be cut into squares of 4 to 6 inches, and of various colors for the two lowest grades, cover paper and cardboard for the three grades following, weaving mats of size 5 by 5 and 5 by 7, with quarter inch slits; (3) raffia; (4) reeds in sizes varying from 00 to 5, No's. 1 to 3 being in most common use; (5) clay and plasticine; (6) wood for bench work. Nature reeds for coarse basketry are available in some parts of the province. Prepared terra-cotta or grey-clay is the most suitable for modelling work. In some parts of the province native clay is found which is entirely suitable. Plasticine is cleaner to work with, but is used over and over again. Individual supply is necessary. The use of cheap clay permits the preservation of models. In clay or plasticine work oil cloth sheets, wrapping paper or modelling board 12 by 14 is necessary to save the desks. The utensils required for the modelling are simple, consisting of water tin or saucer, wire clay cutter, and small wooden tool with chisel edge at one end and saw edge at the other. Of the woods for bench work, pine and basswood are best suited to the first year; fir, oak and maple for the second year.

Individual Benches and Tools.—A satisfactory bench is 40 by 20 inches in length and is about 30 inches high, or it can be made adjustable. It should have a shelf the same size as the bench about a foot from the floor and a rack at the back to hold the following tools: backsaw, square, scriber, screw driver, gauge, three chisels (1 inch, $\frac{1}{2}$ inch, and $\frac{1}{4}$ inch). Each bench should be supplied with a hammer, steel rule, mallet, bench hook, fore-plane and brush. The bench should have an end constructed of glued inch strips. Twenty benches will be a sufficient equipment for an ordinary class room.

General Tool Equipment.—In addition to individual tool equipment a manual training room of the size mentioned above should have the following equipment for common use: one foot power grindstone; three ripsaws; three cross-cut saws; two coping saws; three smoothing planes; one brace and set of bits; two countersinks; two oilcans; six gouges ($\frac{1}{2}$ inch, $\frac{3}{4}$ inch, and $\frac{7}{8}$ inch); six mortice chisels ($\frac{1}{4}$ inch, $\frac{3}{4}$ inch, and $\frac{7}{8}$ inch); six iron spokeshaves; three cabinet scrapers, two 8 inch steel dividers; one blackboard compass; three varnish brushes; three oil stones; three slips for gouges; one rafter square; six bevels; three nail sets: three flat files; one mitre block; four 30 inch iron clamps; four hand wooden clamps; one matching plane.

Recommended Text-Books for Use of Teachers.

Coiled Basketry. M. Swannell—Geo. Philip & Son, 32 Fleet Street, London, England.

Raffia Work. M. Swannell—Geo. Philip & Son, 32 Fleet Street, London, England.

Educational Handwork, with Supplement. T. B. Kidner—Educational Book Co., Ltd., Toronto, Ont.

Hand Loom Weaving. Mattie Philips Todd—Rand, NcNally & Co., Chicago.

How to Make Baskets. Marey White—Doubleday, Page & Co., New York.

Practical and Artistic Basketry. Laura Rollins Tinsley—E. L. Kellog & Co., Chicago.
Progressive Lessons in Needlework. Catharine F. Johnson—D. C. Heath & Co., Boston.
Plastic Methods for Plastic Minds.
Harbutt's Plastic Method. Mr. and Mrs. Harbutt.—Chapman & Hall, London.—Domestic Science Reference.

MANUAL TRAINING.—CITY AND TOWN SCHOOLS.

Folding and Cutting Work in Paper.—Construction of very simple articles, including use of adhesives. Making conventional and nature borders for rooms. Story and rhyme illustration and mounting of same.

Clay or Plasticine.—In relation to number work, drawing and story-telling connected intimately with home life.

Weaving.—Simple patterns in colored papers.

Stick Laying.—For form, color and number work.

Grade II.

Cutting and Construction.—Booklets, simple forms in flat, with easy cover design. Suites of dolls' furniture from light cover paper, based on folding to sixteen squares. Borders and illustrated stories.

Clay and Plasticine.—Extension of Grade I, modelling objects similar in form to type solids. Simple nature work.

Raffia.—Braiding and sewing into mats, hats, baskets, etc. Serviette rings.

Weaving.—Beginnings of textiles on cardboard looms, wristlets, dolls' articles.

Grade III.

Cardboard Construction.—Introduction of the rule as a scale with divisions as low as quarter inches. Measuring and drawing upon cardboard squares or oblongs. Boxes, wall pockets, trays, baskets, pasting, lacing or tying. Decorating.

Clay or Plasticine.—Hollow representations of household and familiar articles. Nature forms with more attention to surface details. Relief design Free modelling.

Raffia and Reed.—Combined use in mats. Concentric design only.

Weaving.—Simple construction of textile articles on cardboard or wooden framed looms: caps, bags, rugs, etc.

Grade IV.

Cardboard Construction.—Simple geometrical drawing of developments using triangle and compasses, natural and half-size scales, importance of development in industrial life—tailoring, tinsmithing, sheet metal cornices, etc. Beginning of principles of design applied to articles made.

Clay and Plasticine.—Sections of fruit, etc. Simple studies in relief. Animals from pose or picture in relation to Geography and History. Free modelling.

Reed and Raffia.—Winding in colors to produce radial designs. Lazy squaw stitch only. History of raw material used.

Grade V.

Advanced Cardboard Works.—Construction in heavy bristol or millboard (old show boxes). Covering and binding boxes, trays, folios, blotting pads, etc., with marble papers, end papers and binding linen. Relation to industry and history of materials used.

Reed and Raffia.—Varieties of stitches, as Peruvian, West African, Nigerian, Samoan, Fuegian and Pinan, reed basketry. Raffia knotting.

Clay or Plasticine.—In this and more advanced grades—used as an aid in Geography and Art. Free modelling.

Grade VI.

Boys.

Simple processes in the accepted industrial methods. Designing and tooling small mats and purses.

Basketry.—Waste paper baskets and larger articles from reed and rush where procurable.

Bench Work.—Introductory topical study of forest areas. Classes of timber. Drawing to scale.

Grade VII.

Boys.

Benchwork in wood, drawings, plan and elevations. Reading blue prints; materials; wood growth, distribution of Canada's forests. History of lumbering processes. Some methods of seasoning. Some faults and defects of timber. Tools: uses, care and sharpening. Operations: course of joinery (six months), to master tool processes. Class teaching largely, developing later in the year into individual projects and personal instruction.

Grade VIII.

Boys.

Benchwork in wood, and wood combination with other materials. Reviews and added materials on wood structure. Quarter and radial cuts. Comparative strength of wood under differing dimensions and conditions. Faults and defects. Seasoning. Theory of nails, screws, bolts, glue, etc. Computation of raw stock and cost. Finishing, communal work for school or philanthropical purposes. Operations, furniture, simple upholstery, caning, sheet metal trimmings.

Rural Schools.

The rise of manual training as a school interest has come primarily from the need of balancing up the work of the city schools by some kind of motor exercise and training, and such courses as have been adopted relate chiefly to urban schools. It would appear desirable to give recognition to this type of training in all schools. The general training, however, of the country pupil in judgment and practical resource from outdoor occupation makes an elaborate course unnecessary while the limitations of the one-teacher school make the carrying out of an elaborate course impossible. Of the various courses in stickwork, paper and cardboard, weaving and basketry, and modelling,

stickwork is applicable to both country and city schools, and of the other single courses suitable for country schools, clay modelling is to be preferred by reason of its art rather than manual significance and on account of the simplicity of its material. One course is perhaps sufficient for the rural schools but freedom in the choice of courses is both desirable and necessary in relation to the taste and training of teachers. In the upper half of the school the school gardening and plant and soil science have a common value to the sexes and have an industrial bearing, but needlework may be introduced for the girls and a single bench and tool equipment for boys at the option of school boards. With teachers trained as at present it is clear, however, that success in both of these cannot be expected and the sex of the teacher would determine which one would succeed.

Single Bench Equipment for Country Schools.

Simple bench with vise, tools, cross-cut and rip saw, back-saw, foreplane, chisels, $\frac{1}{4}$ inch, $\frac{1}{2}$ inch and one inch; gouge, $\frac{1}{2}$ inch; rule, square, bevel, gauge, brace and bits, coping saw, hammer, mallet, screw driver, rasp, flat file, and saw file.

Course—Grades I and II.

Stick-laying.—(Grade I only.)

Clay Modelling.—Natural and common objects based on the sphere and cube taken in relation to drawing, number work, and nature study—ball, apple, cherry, cube, domino, leaf forms. Free modelling.

Or Paper Work.—Illustrative paper cutting related to drawing, nature work and story-telling. Use of adhesives for mounting. Elemmentary design.

Grades III and IV.

Clay Modelling.—Natural forms—fruit, vegetables, leaves, etc. Common objects—solid and hollow representation of cup, vase, flower pot, etc. Work in relation to Geography. Free modelling.

Or Cardboard Work.—Heavy paper or thin cardboard used in the construction of boxes, wall pockets, geometrical solids. Simple decoration. Design. Use of the rule to quarter and eighths.

Grades V and VI.

Clay Modelling.—Natural Forms—leaves, twigs, sections of fruit. Annual studies. Common objects—shoe, glove, etc. Relief maps.

Or Cardboard Work.—Heavy millboard or bristol paper used in the construction of boxes, trays, blotting pads, etc. Paper and linen bindings. Principles of design. Use of the compasses and set square.

Grades VII and VIII.

Agriculture and School Garden; or bench work and needlework adapted from course for town and city schools.

HOUSEHOLD SCIENCE AND ARTS.

Grade VI.

Girls.

Sewing.—Preliminary Lesson.—Correct position of body. Necessary equipment. Proper handling. Practical work. Threading needle, making knots, using a thimble; illustration of warp and woof threads in cloth.

Simple Stitches.—Basting, stitching, running, overcasting, gathering, hemming, stitches applied to sewing bag and tea towels.

Ornamental Stitches.—Outline stitch, catch stitch, feather stitching, hem stitching, blanket stitch. Stitching applied to dish towels, needle book, pillow cases, sheets and blanket for a doll's bed.

Seams.—Plain, fell and French.

Bands.—Review gathering, stroking, applied to bands put on in different ways.

Buttonholes.—Buttonhole stitch form, making different buttonholes, sewing on buttons applied to sewing apron.

Grade VII.

Girls.

Patching.—Overhand patch, hemmed patch.

Darning.—Stockinet, cashmere, table linen.

Hems.—Turning different hems on paper, mitering and cutting out a square corner. Applied to doily and table napkin.

Patterns (bought).—Method of cutting, measurements, method of putting together. Applied to underwaist and kimona.

Finishing Garments.—Gusset, plaket, sewing on lace, sewing on hooks and eyes.

COOKING.

Preliminary Lesson—

(*a*) Personal appearance when at work.

(*b*) Dish washing, care of cooking utensils.

(*c*) Building a fire.

(*d*) Getting acquainted with kitchen.

Practical work—Measuring.

Study of Starch—

(1) Potatoes—Composition and use in body; methods of cooking. Practical work. Baked, mashed and creamed potatoes, white sauce.

(2) *Cereals.*—Source and composition, manufacture, methods of cooking.

Practical work: oatmeal, cornmeal, cream of wheat.

(3) *Prepared Starchy Foods.*—Starch as a powder, starches as a source of energy.

Practical work: corn starch mould, tapioca pudding.

Study of Sugar—

(1) *Sugar.*—Source and manufacture, value to body.

Practical work. Candy.

(2) *Sugary Vegetables.*—Structure and composition; value to body of cooked and raw vegetables. Method of cooking.

Practical work: creamed cabbage, stewed onions, mashed turnips, cauliflower.

(3) *Salad Plants.*—Value to body. Methods of cooking: kinds and uses of salads.

Practical work: salads of lettuce, celery, tomatoes, salad dressing.

Study of Proteid.—Study of animal foods, tissue building foods, effect of heat on proteid.

(1) *Eggs.*—Composition and value to body; effect of heat.

Practical work: poached, boiled, scrambled, omelet.

(2) *Milk.*—Composition, care, effect of heat, value to body.

Practical work: junket, coffee, cocoa, milk soups, cottage cheese.

(3) *Cheese.*—Manufacture, food value. How to combine a starchy food and a proteid.

Practical work: Macaroni and cheese; cheese fondu; Welsh rarebit.

Serving a meal.—Breakfast. Preparation of dining-room, setting table, planning menu, marketing, cooking and serving meal, cleaning up after meal.

Practical work: prepare room, buy supplies, cook and serve meal, wash dishes, clean rooms.

Menu: Fruit, cereal, omelet, toast, coffe.

Grade VIII.

Review different stitches, buttonholes, seams, bands
Use of the sewing machine and attachments.
Make one set under garments.
Foot stockings.
Mending gloves.

COOKING.—STUDY OF PROTEIDS.—*Continued.*

(1) *Meats.*—Structure and composition, use to body, kinds of meat and principal cuts with relative costs, care of meat, effect of heat.

Practical work: Visit market for cutting demonstration. Cook meat by following methods: broiling, stewing, roasting, making meat soups.

(2) *Beans and Peas.*—Composition and use to the body; effect of heat.

Practical work: baked beans, creamed peas.

(3) *Fats and Oils.*—Classification: manufacture of butter, value to the body, use as shortening.

Practical work: comparison in use of suet and lard, frying potatoes.

(4) *Use of Left-overs.*—Review foods and methods of cooking.

Practical work: salads, soup, souffles, escolloped dishes, croquettes.

Study of Lightening Agents.—

(1) Flour mixture classified, making pour batter, oven tests, expansion of air and water in baking.

Practical work: popovers.

(2) *Making Drop Batters.*—Baking powder as leavening agent.

Practical work: muffins.

(3) *Soft Doughs.*

Practical work: baking powder biscuits.

(4) Soda and sour milk or molasses. Effect of acid and alkali, right proportion of each.

Practical work: corn bread, brown bread, gingerbread, griddle cakes.

(5) *Yeast Bread.*—Study of yeast plant, experiments; kind of flour, methods of mixing and baking.

Practical work: white bread, rolls.

Serving a Meal.—Luncheon.

Practical work: prepare room, buy supplies, cook and serve meal, wash dishes, and clean rooms.

Menu—Consomme, meat, croquettes, creamed potatoes, tomato salad, rolls, gingerbread, tea.

Housework.—General care of the house; sweeping carpets, bare floors, matting.

Dusting floors, walls, furniture.

Washing of floors—hardwood, painted, oilcloths, matting.

Washing of windows.

Cleaning of faucets and other metallic substances.

Care of woodwork and furniture. Removal of spots and stains, oiling and polishing hardwood, care of paint.

Bedroom—Care of room and of closets, airing of room, care of bed and bedding.

Dining Room and Kitchen.—Care of glass, silver, china, linen. Care of stove, sink and garbage pail.

References.

FURNISHING.

The kitchen should be fitted with a table or a series of tables, laid out in a hollow square, with an entrance to each end. It should accommodate twenty pupils. The table is laid out in sections 32 inches wide by 52 inches long, each section providing working space for two pupils. This section provides three drawers, two individual drawers for small utensils, and one common to both pupils, for keeping supplies such as sugar, flour and salt. Each section is also fitted with a cupboard to hold the necessary pots and pans. An individual mixing board which slides in between the top of the table and the drawers, is also provided. The top of each section of the table is fitted with two gas burners and a garbage crock. In the centre of the hollow square is a supply table, which may also be used as a demonstration table for the teacher. The kitchen is also provided with two sinks and an ordinary kitchen range.

Where only a kitchen is provided, as in most public schools, the demonstration table is ordinarily used to illustrate the method of serving.

EQUIPMENT—INDIVIDUAL.

Utensil Drawer: 1 baker, 3 bowls, 1 popover cup, 1 measuring cup, 1 plate, 1 tin plate, 1 sieve, 1 Dover beater, 1 paring knife, 1 spatula, 1 tablespoon, 2 teaspoons, 1 wooden spoon, 1 fork.

Supply Drawer: 1 flour box, 1 sugar box, 1 salt box, 1 salt shaker, 1 pepper shaker.

Table Cupboard: 1 scrub basin, 1 scrub brush, 2 vegetable brushes, 1 meat board, 1 dish pan, 1 draining pan, 2 stewpans with cover, 2 saucepans, 2 frying pans, 1 soap dish, 1 stove plate, 1 tea kettle.

EQUIPMENT—GENERAL.

Teacher's Table: 1 basting spoon, 1 can opener, 1 cork screw, 1 large French knife, 4 small French knives, 1 knife sharpener, 1 pair scissors, 1 package tissue paper, 1 spool thread, 2 wooden spoons, 10 graters, 10 puree sieves.

Glass Door Cupboard: 1 cornstarch jar, 5 lemon squeezers, 1 glass measuring cup, 6 tumblers, scales (4 lbs.), 10 teapots, 6 white crockery cups, 6 plates (10 in.), 10 jugs, 6 bowls (enamel, 3½ inches), 3 bowls (brown, 7½ inches), 3 bowls (yellow, 11 inches), 1 portable oven, 1 crock (for washing soda), 1 dish pan, 1 scrub pan, 1 washboard, 2 blackboard erasers, 1 tea kettle (large), 1 oven thermometer (700 degrees F.), 1 thermometer (reg. 600 degrees F.), 5 thermometers (reg. C. & F.),

Pantry: 2 blankets, 1 ice cream freezer (2 quarts), 20 rolling pins, 10 potato mashers, 20 toasters, 1 pint measure, 1 quart measure 2 steamer kettles, 1 storage tin for flour, 1 bean pot, 2 round white enamel pudding dishes, 10 pie plates (small), 1 storage tin (for sugar), 1 tray (black japan), 1 meat grinder, 4 baking sheets, 1 dripping pan for meat (enamel), 1 pail for milk (2 quarts), skewers, 6 cake tins (8 in. by 8 in. by 2 in.), 6 bread tins (7 in. by 4½ in. by 3 in.), 4 muffin sets, 1 bread raiser tin (10 quarts, 17¼ in.), 4 doz. biscuit cutters, 1 butter crock.

For Cleaning: 1 string mop, 1 broom, 1 oil can, 1 dust pan, 1 stove apron, 1 stove mit, 1 stove brush.

Linen: 15 dish towels (¾ yard), 15 scrub cloths, 15 sink towels, 2 jelly bags, 20 meat cloths, 6 oven cloths, 6 dusters, 6 glass towels, 15 dish cloths.

Furniture—Kitchen: 1 hollow square table, 20 chairs, 2 chairs, 1 coal range, 1 gas range, 1 refrigerator, 2 sink cupboard and drain boards, 1 teacher's table, 1 supply table, 1 glass door cupboard.

On Wall and Floor: 2 asbestos mats, 1 hand basin, 1 clock, 1 coal hod, 1 cup (white enamel), 1 pail, 1 pot scraper, 1 refrigerator pan, 1 scrub brush (for sink), 1 soap dish, 2 towel bars, 1 wastepaper basket, 1 knife board.

Dining Room: 1 table, 8 chairs, 1 side table, ½ doz. teaspoons, ½ doz. forks, ½ doz. dessert spoons, 3 tablespoons, ½ doz. steel knives, 1 carving knife and fork, 1 water jug, 1 vinegar cruet, 1 set dishes (97 pieces), 1 table cloth, 1 silence cloth, 1 doz. table napkins.

PHYSICAL CULTURE AND MILITARY TRAINING.

Scope of the Course.

The course includes class tactics, marching, elementary drill, free gymnastics, kindergarten games, figure marching with dance steps, dumb-bell drill, wand drill, Indian club drill, fire-drill, stationary apparatus work, track and field athletic sports, basket ball, hockey, and other league sports, squad drill, skirmishing, rifle drill and target practice.

Aims of Physical Culture.

The object of the work is to give right physical development and to correct physical defects by attention to movement and to sitting and standing positions; to counteract morbid tendencies by creating a habit of physical activity; to develop a capacity for corporate action by discipline and the practice of prompt obedience; to promote grace of movement; to give muscular development; to teach courtesy; and to afford relaxation from school routine.

Organization of the Course.

Physical culture should have a recognized and fixed place on the time-table of school-work, but as one of its aims is to afford relaxation and to bring about better conditions for mental work, considerable elasticity as to the time of having exercises should be allowed. It

should be given at such times and to such extent as may seem desirable when it will be a wholesome break in the routine of school work. The duration of a regular exercise lesson should vary from 10 to 30 minutes, according to the age of the pupil. A half hour in solid exercise is rather long, but as time is usually lost in preparation and in moving to and from class room to the place of exercise, half hour period will probably be found suitable.

While it is to be understood that a change from mental to physical work is a relaxation for the pupil it is not to be supposed that the change means a relaxation of attention but only that the point of attention is changed. The three necessary features to secure satisfactory work in physical exercise are silence, steadiness and precision, and for these attention is indispensable.

The progress of the pupil through a right course of physical training will be marked by a greater complexity as he advances in his course. This will be rather apparent at the beginning of the fifth year, but all the higher phases of work will have a corresponding basis and growth in the four earlier years. The first four years' work will consist in the main, of what we may call free gymnastics. At the beginning of the fifth grade in town and city schools, where greater elaboration is both necessary and possible by reason of the greater time devoted to the work, light apparatus consisting of dumb-bells, wands and Indian clubs should be introduced. In the last two years a small equipment of fixed apparatus consisting of parallel bars, horizontal bar, flying rings, climbing rope, trapeze and vaulting horse will be found equally desirable. The difference between the work in city and country school is indicated by alternate sections in the course. In the upper four grades of the school the use of the wands, dumb-bells and clubs applies equally to girls and boys. In the case of the girls in the last two years special attention should be given to exercises in deportment and carriage, by figure marching, drills and to the development of sound, active bodies by such games as basket ball. In the case of the boys, the same results will be attained by cadet training, field and athletic sports.

A properly organized system of fire drill should be practised in all town and city schools as a precaution against panic among the children in case of a fire occurring in school during the time school is in session. A circular suggesting the manner of carrying out fire drill can be secured from the Department.

Variation of Work According to Season.

Physical training should be adapted to changes in season. In the junior grades tactics and marching should receive attention in the spring and autumn months, and gymnastic exercises in the winter months. In the higher grades, track and field sports, squad drill, and skirmishing should be taken out of doors in the autumn, and dunb-bell, wand, apparatus and rifle drill indoors in winter. In the spring, basket ball, baseball and cadet training should be taken out of doors.

Directions for Conducting Physical Exercises.

In order to secure the best results from physical training in schools certain conditions are necessary. In the first place, a temperature that is suitable for pupils while sitting is too warm for them while taking exercise. When the season and weather permit physical exercise should be taken in the open air. When they are taken in the class room the windows should be opened to admit fresh air and to

reduce the temperature. Pupils will not suffer from a considerable lowering of temperature, if they are put into active bodily exercise. A temperature above 60 degrees is unsuitable for physical exercises. If pupils cannot be taken outside, an assembly room is preferable to the class room on account of the obstruction to free movement caused by the desks. It is likewise a change of air. Pupils should not be permitted to exercise with wraps or rubbers on. In the case of boys, it is advisable to have them remove their coats. Most pupils are benefited by vigorous physical exercise. Delicate pupils, however, should not be obliged to take more exercise or to exercise more vigorously than they can do easily and pleasurably. Up to the end of the fourth year in the school the same exercises are suited to both sexes. After the fourth grade the sexes may be separated. Much of the benefit of this work is of an incidental character. Close attention should be paid to sitting and standing position of the scholars; lying down in seats should not be permitted. All class tactics particularly those of entering and those of dismissing can be made of great disciplinary importance. Good marching, silence and steadiness should always be insisted upon. Teachers can also do a great deal in encouraging little actions of courtesy, such as raising their caps to ladies, saluting gentlemen acquaintances, closing doors, picking up articles which have fallen, etc. All calisthenic exercises should be made pleasurable to the scholars, particularly in junior rooms, where relaxation is one of the chief ends of this work. Kindergarten games and songs should have a prominent place. The children should be taught a number of good songs to sing as an accompaniment to marching.

Equipment.—The question of equipment is essentially one for town and city schools. In country schools nothing is necessary beyond the provision of jump stands, basket ball goals, football goals and such equipment as is supplied to cadet companies. The following represents the most that should be furnished:—

One vaulting horse, 1 parallel bar, 1 horizontal bar, 1 flying ring, 1 climbing rope, 1 trapeze, 5 mats, 1 springboard, 50 pairs Indian clubs, 50 pairs dumb bells, 50 wands, 1 pair jump standards, 1 vaulting pole, 1 set basket ball goals, 1 set football goals, 1 tug-of-war rope.

Authorized Text.—A syllabus of Physical Culture Exercises for Elementary Schools (Eyre & Spottiswoode), London, Eng.

Reference.—Freehand Gymnastics, Bancroft (Heath).

Town and City Schools.

Grade I.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching in to places in room at hours of assembly.

Elementary Drill.—Boys to lift the cap to ladies and salute gentlemen whom they know when they meet them. The direction right and left, etc.

Marching.—The quick march, halt, marking time, slow march, double march and skipping in time and rhythm to singing or other music.

Gymnastic Exercises.—Set 1: Tables 1 to 9 of the Text Book.

Kindergarten Games.—Squirrel, skipping tag, chickadee, observation, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, color games, occupation games, sandman, etc.

Grade II.

Class Tactics.—Tactics continued with greater accuracy of movement. Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching into places in room at assembly hours, method of dismissal.

Elementary Drill.—Boys to lift the cap when meeting ladies and to salute gentlemen whom they know. Saluting, covering, standing at ease. Right turn, left turn, about turn, with regard to direction only.

Marching.—Quick march, halt, marking time, slow march, double march and skipping. Regular practice in tune and rhythm to music.

Gymnastic Exercises.—Set II: Tables 10 to 18 of Text Book.

Kindergarten Games.—Squirrel, skipping, tag, chickadee, observation, statue, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, occupation games, color games, sandman, etc.

Grade III.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing. Standing position in the aisles. Taking distance. Method of marching into places in room at assembly hours. Method of dismissal.

Elementary Drill.—Boys to lift the cap when meeting ladies and to salute gentlemen whom they know. Saluting, position of attention, covering, standing at ease and turning with regard to direction only.

Marching.—Accurate marching in tune and unison. Quick march, halt, marking time, slow march, double march, follow step, changing step alternately.

Gymnastic Exercises.—Set III: Tables 19 to 27 of the Text Book.

Games.—See Appendix A of Text Book.

Grade IV.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching into places in room at assembly hours, method of dismissal. Accuracy in all class movements required.

Elementary Drill.—Boys to lift the cap when meeting ladies, and to salute gentlemen whom they know. Saluting, position of attention, covering, stand at ease, right turn, left turn, about turn, half right turn, half left turn, side step, stepping back and about turn, marking time. Careful teaching in this grade forms the foundation of all future work.

Marching.—Quick march, halt, marking time, slow march, double march, skipping, stepping out, stepping short, about turn on the march, follow step, changing step, keeping in step. Regular accurate marching in perfect step in all class movements.

Gymnastic Exercises.—Set IV: Tables 28 to 36 of the Text Book.

Games.—See Appendix A of Text Book.

Grade V.—Girls.

Elementary Military Drill and Marching.—All the fundamental military movements of Grade IV reviewed.

Gymnastic Exercises.—Set V: Tables 37 to 45 of the Text Book. Dumb bell drill, Set 1; Wand drill, Set 1; Indian club drill, Set 1.—Easy sets of eight exercises each, of very elementary work with this apparatus to add variety.

Figure Marching.—Fancy figures such as eights, diagonals, spirals, squares, etc. Columbia drill and flag drills to music.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—All military movements of Grade IV reviewed. Marching in squad. The diagonal march. Changing direction. Marching as in file. Changing. Direction as in file. Forming up into squad from marching as in file.

Skirmishing.—Method of extending and closing, signals and whistle blasts. Practice in working by signal.

Scouting.—Reading camp fire yarns from "Scouting for Boys." Scout games and playing Indian.

Field Sports.—Running broad jump; running hop, step and jump; running high jump; 50 yards dash; 100 yards dash; wheelbarrow race; fatigue race, and relay race in preparation for Sports Day, about October 1st.

Gymnastic Exercises.—Set V: Tables 37 to 45 of Text Book or Dumb bell drill, Set 1—a set of eight very elementary exercises.

Rifle Drill.—Slope arms, present arms and trail arms.

Company Drill.—Proving the company, marching in fours and company column.

Grade VI.—Girls.

Elementary Drill and Marching.—Movements of Grade V reviewed.

Gymnastic Exercises.—Set VI: Tables 46 to 54 of the Text Book. Dumb bell drill, Set II; Wand drill, Set II; Indian club drill, Set II —Easy sets of eight exercises each, reviewing Set I and adding combinations.

Figure Marching.—Marching of Grade V reviewed.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—Work of Grade V reviewed.

Skirmishing.—Continued practice in moving in obedience to signal.

Scouting.—Reading camp fire yarns, scout games, patrolling in search of information.

Field Sports.—Running broad jump; running hop, step and jump; running high jump; 50 yards dash; 100 yards dash; wheelbarrow race; fatigue race and relay race in preparation for Sports Day about October 1st.

Gymnastic Exercises.—Set IV: Tables 46 to 54 of Text Book, or Dumb bell drill, Set II.

Rifle Drill.—Slope arms, present arms, trail arms and port arms.

Company Drill.—Proving the company, marching in fours and company column. Changing direction.

Grade VII.—Girls.

Elementary Drill and Marching.—Work of previous years reviewed and continued.

Gymnastic Exercises.—Set VII: Tables 55 to 63 of the Text Book. Dumb bell drill, Set III; Wand drill, Set III; Indian club drill, Set III. Easy sets of eight exercises each, introducing more combinations.

Figure Marching.—Columbia drill, lancers and dance step to music.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—Work of previous grades reviewed. Formation of a squad in two ranks, marching in squad and in file, diagonal march. Changing direction and forming up. Formation of fours. Fours changing direction and forming squad.

Skirmishing.—Practical work in obedience to signal. Use of cover, reinforcing. Fire control.

Scouting.—Reading camp fire yarns. Scout games. Semaphore signalling. Scouting for reconnaissance. Formation of a patrol on a road. Patrolling for information.

Field Sports.—Running broad jump; running hop, step and jump; running high jump; cross country run. 50 yards dash, 100 yards dash, 220 yards race, 440 yards race, team race, relay race and tug-of-war, in preparation for Sports Day about October 1st.

League Sports.—Football in the fall, hockey in the winter, and baseball in the spring, in Intermediate School Leagues.

Gymnastic Exercises.—Set VII: Tables 55 to 63 of the Text Book, or Dumb bell drill, Set III, or fixed apparatus exercises—exercises on the parallel bars, horizontal bar, flying rings, climbing rope, trapeze and vaulting horse.

Rifle Drill.—Manual and firing exercises.

Company and Ceremonial Drill.—In preparation for Cadet Inpection about June 1st.

Grade VIII.—Girls.

Elementary Drill and Marching.—All the elementary drill and marching reviewed.

Gymnastic Exercises.—Set VIII: Tables 64 to 72 of the Text Book. Dumb bell drill, Set IV; Wand drill, Set IV; Indian club drill, Set IV—Simple sets of eight exercises each.

Figure Marching.—Columbia Drill, lancers and dance steps to music.

Basket Ball.—Outdoor Intermediate School League.

Boys.

Squad Drill.—All movements of squad drill taught by section commanders.

Skirmishing.—Practical skirmishing under the direction of the section commander in preparation for sham battle on Thanksgiving Day.

Scouting.—Scouting in patrols under the direction of the section commander.

Field Sports.—Running broad jump, running hop, step and jump, running high jump, cross country run, 100 yards dash, 220 yards race, 440 yards race, team race, relay race and tug-of-war, in preparation for Sports Day about October 1st.

League Sports.—Football in the fall, hockey in the winter, and baseball in the spring in Intermediate School League.

Gymnastic Exercises.—Set VIII: Table 64 to 72 of Text Book, or Dumb bell drill, Set IV, or fixed apparatus exercises—exercises on the parallel bars, horizontal bar, flying rings, climbing rope, trapeze and vaulting horse.

Rifle Drill.—Manual and firing exercises under the direction of half company commanders.

Company and ceremonial drill under the direction of the company commander in preparation for sham battle about June 1st.

Rural and Village Schools.

Owing to the fact that a complete course in Physical Training is perhaps not so necessary in country schools as in city schools, and also that these schools have less time and also less free floor space at their disposal, it will usually be found impossible in country schools to carry out everything set out in the town and city courses. As there are rarely sufficient boys in country schools to form a cadet company, the cadet training will be impracticable, but scouting, skirmishing and target practice might be carried out. Similarly, lack of time and free floor space will make apparatus work impossible. It has been considered advisable to add a Course for Rural Schools, which leaves out these subjects but makes compensation for them by a greater elaboration of games and sports. However, when circumstances permit, as in the larger rural schools or in villages, the complete course should be followed as closely as possible.

In the rural course, the grades have been grouped in pairs to allow of greater economy of time. Teachers will often find it advantageous to take the whole school at once in the parts of the course, which are common to all grades.

Grades I and II.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching into places in room at hour of assembly, method of dismissal.

Elementary Drill.—Boys to lift the cap when meeting ladies and to salute gentlemen whom they know. Saluting, covering, standing at ease, right turn, left turn, about turn, with regard to direction only.

Marching.—The quick march, halt, marking time, slow march, double march, and skipping in time and rythm to singing or other music.

Gymnastic Exercises.—Sets I and II: Tables 1 to 18 of the Text Book.

Kindergarten Games.—Squirrel, skipping, tag, chickadee, observation, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, color games, occupation games, sandman, etc.

Grades III and IV.

Class Tactics.—Morning and afternoon salutation to teacher. Rising and saluting when visitors enter. Sitting position at attention, method of class standing, standing position in the aisles. Taking distance. Method of marching in to places in room at assembly hours, method of dismissal. Accuracy in all class movement required.

Elementary Drill.—Boys to lift the cap whem meeting ladies, and to salute gentlemen whom they know. Saluting, position of attention, covering, standing at ease, right turn, left turn, about turn, half right turn, half left turn, side step, stepping back, about turn, marking time. Careful teaching in this grade forms the foundation of all future work.

Marching.—The quick march, halt, marking time, slow march, double march, skipping, stepping out, stepping short, about turn on the march, follow step, changing step, keeping in step. Regular, accurate marching in perfect step in all class movements.

Gymnastic Exercises.—Set III and IV: Tables 19 to 36 of the Text Book.

Grades V and VI.

Elementary Military Drill and Marching.—All the fundamental military movements of Grade IV reviewed.

Gymnastic Exercises.—Sets V and VI: Tables 37 to 54 of the Text Book.

Scouting.—Reading camp fire yarns from "Scouting for Boys." Scout games and playing Indian.

Field Sports.—Running broad jump, running hop, step and jump, running high jump, 50 yards dash, 100 yards dash, wheelbarrow race, fatigue race and relay race in preparation for Sports Day about October 1st.

League Sports.—Baseball, basket ball, football and hockey.

Games.—Outdoor athletic games, such as dog and deer, prisoner's base, hide and go seek, tag, drop the handkerchief, etc.

Grades VII and VIII.

Elementary Military Drill and Marching.—All the elementary military movements of previous grades reviewed.

Gymnastic Exercises.—Sets VII and VIII: Tables 55 to 57 of Text Book.

Scouting.—Reading camp fire yarns. Scout games, semaphore signalling, skirmishing in obedience to signal. Formation of a patrol on a road, patrolling for information.

Field Sports.—Running broad jump, Running hop, step and jump, running high jump, cross country run, 50 yards dash, 100 yards race, 220 yards race, team race, relay race and tug-of-war in preparation for Sports Day about October 1st.

League Sports.—Basket ball, baseball, football, hockey, etc.

Games.—Outdoor athletic games, such as dog and deer, French and English, prisoner's base, hide and go seek, tag, drop the handkerchief, etc.

HYGIENE.

The right understanding and carrying out of work in Hygiene in the common schools should be viewed by the teacher as a matter of inducing good habits rather than as a work of instruction. This is particularly true in the lower grades of the school, and even in the upper grades. The elementary knowledge of physiology required is not to be regarded as valuable for its own sake so much as for giving force and understanding to practices. Practically no direct teaching can be done in the first two years of school, but careful attention should be given daily to the correction of carelessness in dress and the condition of hands, face, neck, hair, etc.

The elaboration of the course by grades and topics is intended to make a text book unnecessary for pupils' use. Most of the material is based on common sense rather than on technical knowledge. Studies of such parts of the body as bones, muscles, skin, etc., are not intended to be anatomical, but merely to be the observation of common and obvious function. There are studies, however, relating to the respiration, circulation and digestive systems that may be helped by the use of charts or drawings.

In the highest grade, special emphasis should be given to the matter of first aid and to certain aspects of public hygiene connected with the work of the Public Health Department in its regulation of the care of contagious and infectious diseases, pure food regulation and the disposition of refuse. The bearing of good habits on success should be constantly impressed.

The demands of the course should be met by one period per week of regular work together with incidental teaching whenever necessary. The lesson should take the form of readings or talks rather than of study.

Teachers' References—

Ontario Public School Hygiene—Knight, Copp, Clark & Co.
Gulick's Health Series—Ginn & Co.
Civics and Health—Allen, Ginn & Co.

Grade I.

Cleanliness.—Every child should be required to come to school with clean hands, face and neck and with hair neatly combed. Boots and clothes should be clean and neat.

Posture.—Correct habits of sitting, standing and walking. Prevention of habits of lounging. Marching to develop erect bearing.

Exercise, Play and Sleep.—Exercise and marching should be practised at intervals during school hours. The exercise should be simple one-movement exercises to develop main muscles only. The child should be encouraged to play games out of doors and to tell of them in school. Unrestrained play is the best form of physical exercise. Children should go to bed early to get plenty of sleep, in order that the worn-out muscular tissue may be repaired.

Food.—Children should be instructed to eat enough plain, wholesome food, but waste none. Eat slowly, both because it is healthful and because it is good manners.

Sunshine and Fresh Air.—Children should be taught that it is good for them to be out in the sunshine. They need sunshine for growing as much as plants. Illustrate by plants that have grown in darkness and shade. *e.g.*, potatoes in a cellar and saplings in a bush. The need for fresh air may be shown by drawing their attention to the inflow of fresh air and the outflow of impure air in the school rooms or by opening the windows at recess and other times. Keep the school room as bright and as well aired as possible.

Grade II.

Cleanliness.—Continued emphasis on the practice of cleanliness as in Grade I. Pupils should be made to understand its relation to health and self-respect. Simple talks should be given on the care of the hands, nails, teeth, hair and skin.

Posture.—Habits of correct sitting, standing and walking and continued with especial care to prevent bad habits from sitting. Frequent exercises in stretching to counteract stooping position.

Exercises, Play and Sleep.—Exercise and marching should be given every day in ten to fifteen minute periods. See Physical Culture course for exercises, marching and games. This is the period of imitation games when the child likes to pretend, and all such games as playing horse, etc., are to be encouraged. Kindergarten games may be played indoors in winter. Running, skipping, hopping in time to music.

Food.—Talks on food continued. Eat sparingly of sweets and pastries, and at regular meals drink plenty of water and milk, but very little tea or coffee. Do not eat too much. Care of the teeth in relation to eating.

Sunshine and Fresh Air.—Emphasize the relation between sunlight and health for both plants and animals, illustrating by the fact that flowers are more abundant in woodlands in spring before the leaves come out on the trees than later in the summer. Give breathing exercises to fill the lungs with fresh air. Fresh air in the bedroom at night a necessity; the open window in the bedroom.

Grade III.

Cleanliness.—Constant attention should be given to cleanliness of person and clothing, with the object of forming good habits. Instruction in regard to cleanliness and care of the skin, ears, eyes, nose, mouth, nails, hair; cleanliness of hands and face, particularly at meals times.

Posture.—Careful attention to seating of pupils. Frequent stretching exercises. Talks of correct posture and its value.

Exercise, Play and Sleep.—Exercises of previous grades continued and extended marching military positions, turnings, wheelings, as in physical culture course. Outdoor games should be encouraged. Teach children up to twelve years of age that they should have ten hours' sleep each night.

Food.—Food as the fuel of the body, the necessity of plenty of wholesome food. Simple lessons on eating, drinking and breathing, to impress on the pupil that our power to do work depends upon the supply of fuel. Care of the teeth.

Sunshine and Fresh Air.—Pure air and things that spoil it; breathing air that has been breathed several times by others; dust in the air; the benefit of moisture in air in room; effect of a rainstorm on the air; means of getting fresh air into and impure air out of a room, *e.g.*, windows, doors, chimneys, ventilators. Show the currents of air going out of and coming into a room.

Grade IV.

Cleanliness.—Pupils are now old enough to be responsible for cleanliness of person and clothing, and this should be exacted.

Posture.—Close attention to correct habits of position. Stretching exercises and exercises for postural correction. Frequent talks on value of correct posture.

Exercise, Play and Sleep.—More complicated exercises and greater accuracy in their performance. See Physical Culture Course. Games both outdoor and indoor.

Foods.—Talks on the values of tissue-builders and heat-producers. Talks on several drinks, their value and abuses, the evil effects on the body and the mind of alcoholic stimulants and tobacco. Chew food well and do not take drink and solid food into the mouth together.

Sunshine and Fresh Air.—Illustrate the effect of sunshine on the growth of plants by a reference to the absence of grass under an open verandah or shed, under evergreen trees with low branches, in a bush except in open places, etc., compare the appearance of a maple growing as a shade tree and in the bush; account for the appearance of saplings in a bush, the cone-shaped appearance of fir trees, the location of the leaves on trees near the outer ends of the branches, the carpet of needles under fir trees. Compare the color of the skin of the people in colder climates with that of people from warm sunny climates; compare the appearance of people who work out-of-doors with those who work inside. From the above lead the pupils to realize the relation between sunshine and health.

Grade V.

The Skin—Experiment, Observation, Habit.

Moisture given off from the skin as shown by placing the warm hand on a cold window pane; observation of oil that appears on the skin and is left on clean glass when this is touched by clean fingers. The outer or scarf skin is being shed constantly. This may be shown when the skin is rubbed hard by the wet hand without soap. The necessity for keeping the skin clean, owing to the gradual decay of this mixture of sweat, oil and scarf skin. The relation of cleanliness to health and self-respect.

Framework of Body.—Simple study of framework of the body. The bones as the framework of the body; their attachment to each other at the joints by ligaments, the cushion of cartilage on the end of each bone, the attachment strengthened on the outside surfaces by tendons and muscles. How the growth of the cartilage and ligaments may be affected by sitting at desks too high or too low, or by wrong habits of sitting, standing or walking. Exercises for postural correction continued.

Muscles and Physical Culture.—General observation regarding muscles; what they are, and how they act; how they are built up; their waste and decay, and how they are improved by exercise.

Digestion.—Discussions of various kinds of foods continued. Heat-producers and tissue-builders, need of change of food, need of meats and vegetable diet, fruits, value of certain staple foods. Food as fuel for the body; effect of over-eating like adding too much fuel; effect of poor food as of poor fuel. Simple talks leading to a general understanding of the way in which the food is digested and absorbed into the blood. A study of the mouth as seen by a mirror. Causes of decay of teeth. Care of the teeth.

Blood.—The pumping action of the heart forces the blood to all parts of the body; simple talks on the flow of the blood; the pulse caused by the heart beat. Observation of pulse in children and adults.

Air and Ventilation.—Things that spoil fresh air: (1) dust and smoke; (2) injurious substances in air that has been breathed. (1) Dust: the presence of chalk dust, dust that rises from the floor and from outside. Observation of dust in sunbeams, (2) Air that has been breathed: Limewater tests of air breathed and air of room. Observations and discussions about the cause of drowsiness and headaches in schools or after meetings in crowded halls. Need of ventilation in homes, school rooms, churches and halls. Proper temperature of the school rooms (60 to 70 degrees).

Nervous System and Special Senses.—Talks to bring out the facts that messages are carried by nerves to the brain and motor impulses back to nerve endings which, acting on the muscles, bring action.

Care of the eye and ear. The value of temperature in all things as habit of life. The value of good habits.

Grade VI.

The Skin.—Use of sweat in regulating the temperature of the body. Use of sweat in carrying off waste tissue, which is deposited on the surface of the skin or clothing, clogging up the pores if the skin is left unwashed. Study of the oil glands, hair and nails and the use of each. Reason for the necessity of cleanliness of skin, hair, nails and clothing.

Framework of the body.—Simple study of the spinal column, its cushions of cartilage and ligaments. The evil results due to bad habits of posture, *e.g.*, the curved spine, the raised or drooping shoulders, the shuffling gait, the awkward bearing and the general loafing appearance. Exercises for postural correction continued.

Muscles.—Work of previous grades continued and reviewed. Discussions of the value of exercise, play and league sports, such as football, hockey, baseball.

Digestion.—How solid foods are broken up by the teeth, the shape of the different kinds of teeth in relation to their uses in cutting, tearing and grinding the food. Need for complete chewing of food.

Circulation.—Talks on the blood continued, the arteries and veins, the work of the blood in bringing nourishment to all parts of the body.

Exercise causing the heart to pump faster, thus increasing the flow of the blood, effect of use and disuse of any part of the body on increasing or decreasing the blood supply and therefore on the proper development of those parts, need of exercise, both mental and physical, danger of too violent exercise.

Air and Ventilation.—Fresh air: ventilation, impurities in air, *e.g.*, spores and germs. Illustrate from puff balls, the mould on bread, leather, fruits, the rot of fruits, decay of trees, scabs on apples, etc. From this the pupils may be led to understand the danger of infection in such cases as measles, diphtheria and consumption.

Need of deep breathing to exercise every portion of the lungs, effect of tight clothing on the expansion of the chest and lungs, unhealthy condition of any unused portion of the lungs; danger that germs of consumption taken into the lungs with the air may find a suitable place to grow on these delicate parts, or on those parts of the lungs inflamed during heavy colds.

Nervous System and Special Senses.—Talks on nerve telegraphy continued, the brain as the centre of the nervous system. Care of the nose and throat.

Habits.—Pupils should be taught the effect of habits, whether good or bad; how habits are formed; the forming of good hygienic, mental and moral habits.

Grade VII.

The Skin.—The habits of cleanliness reviewed and studied more particularly from the standpoint of cause and effect. Relation of cleanliness to health and self-respect. Discussion of washing, bathing, swimming, the bracing effect of cold water, the value of soap and warm water in dissolving waste tissue, the washing of clothing, kinds and colors of clothing and use of each.

Framework of the Body.—General idea of the chief bones which go to make up the human body—these to be learned by feeling and observation; chart of bones; little attention to be given to the name and numbers, but more to shape, size, position and use. The necessity for correct posture; the relation of posture to the mind and presence.

Muscles and Physical Training.—Comparison of values of games and gymnastics, of individual games and team games. Results of constant exercise, danger of over-developing particular muscles.

Digestion.—The contents of suitable food; food rich in each content; foods containing all; milk, the food for the young; the necessity for a variety of food; care of foods. Simple talks on the use of the saliva; the use of the tongue; sense of taste as a guide as to what to eat, the action of the stomach, the important digestive juices, the absorption of the digested food into the blood; the effect of fatigue, either physical or mental on digestion. The danger of over-eating.

Circulation.—The general structure of the heart; the danger from overwork of the heart during running, jumping, lifting or violent exercise of any kind. Arteries, capillaries, veins, with their function and relation. The use of the blood in bringing oxygen into the system to mix with the fats to produce heat and to bring in nourishment for the building up of the cells and to carry off waste matter.

Respiration.—Talks with illustrations to give a general knowledge of the facts of respiration, the course the air takes through the nostrils, pharynx, larynx and trachea into the lungs and back; the structure of the lungs, the circulation of the blood within the thin walls of the air cells; the mechanism of breathing, the processes by which oxygen is transferred to the blood and waste material is thrown off; the necessity for deep breathing, so as to use all parts of the lungs; the danger that unused or inflamed parts of the lung may become attacked by the germs of consumption.

Air.—Composition of fresh and of exhaled air; ventilation, impurities in the air, particularly germs of infectious and contagious diseases, means of preventing them from spreading; disinfection.

Nervous System and Special Senses.—Talks with illustrations to give a general knowledge of the structure, functions and protection of the spinal cord; the function of the nerves. The formation of good habits, the effect of alcohol and tobacco on general health, growth, physical and mental endurance, particularly of youth; the danger of forming the alcohol and tobacco habits. Review of the special senses.

Grade VIII.

The Skin.—A study of the values of habits of cleanliness. Study of clothing continued. A short study of the prevention of vermin; care of diseases of the skin. The treatment of burns and scalds, frost bites and venomous stings. Bandaging.

Framework of the Body.—Study of the composition of bone and how it heals when broken. Symptoms of dislocation and fractures, and how they should be treated; bandage and splints.

Muscles and Physical Training.—A study of some of the principal muscles, their composition, structure and uses, waste and repair. A comparison of different sports as to their value in muscle building. Compositions on values of different kinds of gymnastics, plays, sleep, over-exertion, etc. Care of wounds.

Digestion.—The talks on foods given in the lower grades reviewed and extended; drinks, the effect of stimulants and narcotics on the

digestive system. A general review and summary of the digestive organs and processes, the mouth, teeth, tongue, saliva, pharynx, oesophagus, stomach, intestines, the important digestive juices and their actions; absorption into the blood. First-aid in cases of poisoning. Prevention of typhoid fever.

Circulation.—A review and summary of the circulatory system, the uses of the heart, arteries, veins and capillaries, uses of the blood. Position of main arteries and veins which might be severed; clotting of the blood First aids in cases of bleeding. Effect of stimulants and narcotics on the circulatory system. A general conception of how the life processes are carried on and how life is maintained.

Respiration and Ventilation.—Continued and extended to lead to the general conception of the wonderful mechanism of respiration and the part it plays in sustaining life. First aid in apparent drowning and choking. Talks with illustrations to give a general knowledge of the vocal organs, their function and care. Infectious and contagious diseases, their cause, the necessity for cleanliness and isolation; the importance of quarantine during epidemics; the certainty of spreading disease if the supply of water or milk has become infected; the duties of the Board of Health and Medical Health Officer; care of refuse or garbage. Consumption, its cause and treatment, the danger from infection. Danger from spitting in wrong places.

Nervous System and Special Senses.—The effect of habits, good or bad, on the physical, mental and moral life should be strongly emphasized; the danger of forming bad habits during youth when the evil effect is not understood. The danger of becoming mere creatures of habit; the relation of these physical, mental and moral habits to health; the relation of health to happiness and efficient work should be impressed on the pupil; the effect of high purpose and determined will on the health of the body as well as on the mind and character.

Instruction in first aid in fainting and sunstroke.

MUSIC.

Scope.—The course in music is made up of rote singing, progressive mastery of the mechanics of music, systematic voice culture and sight singing.

The object is to teach the right use of the voice by exercise in tone production and to develop an appreciation of melody and harmony. Incidentally, music should aid language by improving articulation and by giving flexibility and expressiveness. It gives force to the sentiment of poetry.

General Method.—The rote singing of the lower grades should give the child an appreciation of melody and rhythm. The essential features of voice training in the lower grades is the securing of voice control by soft singing. The soft use of the voice is likewise the beginning of appreciation and taste. Formal teaching of rudiments should be introduced from the beginning. Rounds should begin with the fourth grade and two part songs with the fifth. The poetry should likewise be progressive beginning with the kindergarten or game songs and season songs and ending with glees and patriotic songs. Individual work should be done in all grades. Breathing exercises should be frequent and attention should be given to correct position before beginning and during all exercises. Special attention should be paid to phrasing and interpretation in the last year of the school period. At the end of the public school course pupils should be able to sing music of ordinary difficulty at sight. The minds of the children should

be at work during the music lesson. In the lower grades free use should be made of music at other than regular periods to give change and relief to ordinary work.

Text Book.—

The King Edward Music Readers, Part I, II and III. Recommended for teachers' use for supplementary songs:

(*a*) St. Nicholas Song Book (Primary Grades)—The Century Company.

(*b*) Kings and Queens—Book of Songs and Games (Primary Grades)—McDougall Educational Company, 8 Harrington Ave., E.C., London, England.

(*c*) Games for Little Ones—Oliver Detson, Boston.

(*d*) Fifty Children's Songs—Schirmer & Co., New York.

(*e*) Murdoch's School Songs (Intermediate Grades).

(*f*) Murdoch's School Songs, Series B (Upper Grades), Murdoch, Murdock & Co., 463 Oxford St., London, W., England.

Grade I.

Rote songs including action, nature, season, lullaby songs. Scale singing, scale songs and the doh chord.

Grade II.

Rote songs similar to those of Grade I, sung with better tone and expression. Intervals of the major scale.

Simple songs learned from interval notation.

Grade III.

Interval and time drill.

Staff introduced. Names of notes represented by lines and spaces. Key of C scale and scale from modulator compared. Patriotic and season songs in unison.

Grade IV.

King Edward Music Reader, Book 1, Part I. Moveable doh introduced. Interval work from staff as each key is introduced. Measures, time signatures, notes and corresponding rests. Songs in unison. Rounds introduced.

Grade V.

King Edward Music Reader, Book 1, Part II. Review of Key signatures and time signatures. Simple transposition exercises.

Use of dotted notes, rests and pauses.

Songs in unison. Two part songs introduced.

Grade VI.

King Edward Music Reader. Book II, Part I. Use of the evenly divided beat. Construction of Major scale. Evolution of Key signature. Songs of this and following grades should be of a kind to develop good musical taste and familiarize pupils with good works.

Grade VII.

King Edward Music Reader, Book II, Part II. Use of unevenly divided beat. Transposition exercises of increasing difficulty.

Three part songs introduced.

Grade VIII.

King Edward Reader, Book III. Construction of Minor scales. Modulation.

APPENDIX C.

PUBLIC SCHOOL LEAVING EXAMINATION, 1913.

GENERAL.

1. The annual Public School Leaving Examination shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.

2. Teachers having candidates for examination shall make application to the Department in the form prescribed. All applications must be forwarded before May 1st.

3. Candidates shall write at such schools as may from year to year be selected by the Minister. There is no examination fee.

4. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

5. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30TH, 1913.

Arithmetic and Mensuration: A general review of the text prescribed for Grade VIII, giving special attention to business applications of percentage, *e.g.*, commission, trade discount, insurance, taxes, duties, interest, loss and gain, averages, bank discount, etc.; also practical applications of elementary mensuration as involved in papering, plastering, carpeting, calculation of areas, cubical contents, piles of wood, fencing, board measure, etc.; metric system as treated in the prescribed text.

Text book: Dominion School Arithmetic, Part II.

Reading: A general knowledge of the subject matter of the selections prescribed for supplementary reading in Grade VIII. Instruction and practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V, with memorization of the finest passages:

Poetry: Elegiac Stanzas, p. 18; Maud Muller, p. 41; Rosabelle, p. 97; The Glove and the Lions, p. 130; King Robert of Sicily, p. 179; The Vision of Sir Launfal, p. 186; The Birds of Killingworth, p. 216; To a Skylark, p. 229; The Passing of Arthur, p. 247; The British Flag, p. 376; The Canadian Confederacy, p. 379.

Prose: David Swan, p. 31; King Richard and Robin Hood, p. 124; The Apology of Socrates, p. 156; The Tragedies of Birds' Nests, p. 205; Canada and Great Britain, p. 353.

Writing: Principles of letter formation; figures; addressing envelopes, etc. Neatness and legibility should be required in all written exercises. The marks for penmanship shall be awarded on the composition paper.

Spelling: Word building; study of derivation and composition from easily understood examples; common prefixes and suffixes and their significance; study of common Latin noun, adjective and verb forms; analysis of meaning of English words derived from Latin on basis of significance of root, prefix and suffix forms; common abbreviations; exercises in spelling and orthoepy.

Text book: Alberta Public School Speller.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters; punctuation.

Text book: Elementary Composition (Alexander & Mowat).

Grammar: An intelligent study of the topics as outlined in the Course of Studies.

Text book: Introductory English Grammar (Land).

History and Civics: The leading events of Canadian history with particular reference to events subsequent to 1760; the outlines of British history with particular reference to events subsequent to 1485. Civics as outlined in the Course of Studies.

Texts: The Canadian People (Duncan);
An English History (Symes and Wrong).

Geography: A general study of the subject as outlined in the Course of Studies.

Text book: The New Canadian Geography, or
World Relations and the Continents.

Agriculture: A study of the subject as outlined in the Course of Studies for Grades VII and VIII.

Text book: Agriculture (James and McIntyre).

Drawing: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

Teachers' Reference: The Manual.

Geometry: Elementary Plane Geometry (Baker).

APPENDIX D.

COURSES OF STUDIES AND ANNUAL EXAMINATION FOR GRADES IX, X, XI AND XII FOR THE YEAR ENDING JUNE 30TH, 1913, AND TEACHERS' CERTIFICATES.

GENERAL.

1. The annual departmental examination for Grades IX, X, XI and XII shall be held between June 20th and July 15th, upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, *not later than May 15th,* make application to the department. Special forms are furnished for this purpose.

3. The principal of every school having candidates for examination shall, before June 30th, forward to the department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Where possible percentages, based upon the candidate's work during the year, should be given.

4. To be eligible for admission to the examination for Grade X, XI or XII an applicant shall hold the diploma of the next lower grade. But in the case of persons who have not been residents of the province for eighteen months immediately prior to the date of the examination, and in other special cases, the Minister may, upon proof of necessary qualifications, admit such to any examination.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Grade IX, X, XI or XII shall receive a Diploma certifying thereto.

7. Any candidate who fails to pass the examination for Grade X, XI or XII may be granted a diploma for the next lower grade provided such candidate obtains 40 per cent. of the total marks, and 30 per cent. on each paper.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examinations are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The following are the prescribed fees:

For Grade IX Diploma	$2.00
For Grade X Diploma	3.00
For Grade XI or Grade XII Diploma	5.00
For one or two subjects only	1.00
For three or four subjects only	2.00

These are payable to the presiding examiner on the first day of the examination.

The fee for appeal shall be 50 cents for each paper appellant desires to be re-read, such fee to accompany appeal. If an appeal is sustained the fee shall be refunded.

COURSES OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30TH, 1913.

GRADE IX.

Obligatory Subjects—

English Literature: The course in Literature should be progressive in character and should be covered in such a manner as to foster a taste for good reading and develop the power of intelligent and correct literary interpretation. Special attention should be given to oral reading as well as to voice training and the general laws that underlie vocal expression. Choice unspecified extracts from the prescribed poetry should be committed to memory in addition to the selections prescribed for memorization.

Year 1912-13:

Poetry:

Whittier—Snowbound.

Selections from English Narrative Poems—

Michael (Wordsworth);
The Prisoner of Chillon (Byron);
The Revenge (Tennyson);
From Ghent to Aix (Browning);
The Pied Piper (Browning).

Prose:

Hawthorne—Tanglewood Tales;
Ruskin—King of the Golden River.

Collateral Reading:

Scott—Ivanhoe;
Longfellow—Evangeline;
Church—Stories from Homer (The Story of the Odyssey).

Memorization:

The following selections from Palgrave's Golden Treasury:
Campbell—The Battle of the Baltic;
The Soldier's Dream;
Scott—Hunting Song;
Wordsworth—My Heart Leaps Up.

Composition: Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Special attention will be given to narrative themes and to the principles treated of in pp. 1–88 of the prescribed text; due attention will also be given to the section devoted to letter-writing and to the treatment of common errors, the use of capital letters and rules of punctuation as treated in the appendix.

Text book: Manual of Composition and Rhetoric (Gardiner, Kittredge & Arnold).

Grammar: A general knowledge of Chapters II, III, VI, VII, VIII, IX, X, XI, XII, XIII and XIV of the prescribed text; general and detailed analysis of simple passages; determining of grammatical values of words.

Text book: The High School Grammar (Seath), revised edition.

Writing: The Public School Course continued.

History: The leading events of Canadian history with special reference to the period subsequent to the year 1763. British history up to the year 1485. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere exercise of memory.

Text books: Duncan—History of the Canadian People. Buckley & Robertson— High School History.

Geography: Political, commercial and mathematical geography with elementary astronomy. Special attention will be given to the British dependencies,—their resources, productions, chief cities and peoples; the world's commercial highways; commercial relations of Canada and Great Britain; Canada and the United States.

Text book: Dominion School Geography (Educational Book Co.).

Arithmetic and Mensuration: The following parts of the subject to be studied: Measures and Multiples, Greatest Common Measure, Least Common Multiple, Vulgar Fractions, Decimal Fractions, Contracted Multiplication and Division of Decimals, Compound Quantities, Powers of Numbers, Roots of Numbers, Mensuration, including the Rectangle, Triangle, Trapezium, Similar Triangles, Circle, Surface of the Cylinder, Surface of the Cone and Surface of the Sphere.

Percentage as applied to Interest, Bank Discount, Trade Discount, Profit and Loss, Commission, Insurance, Taxes and Duties and Customs. The Metric System and its applications.

Text book: The High School Arithmetic (Macmillan Co. of Canada).

Algebra: Definitions and notation; facility in the use of algebraic symbols and in the interpretation of relations expressed by symbols; addition; subtraction; multiplication; division; simple equations of one, two and three unknown quantities and problems solved by the use of simple equations; simple factoring.

Text book: C. Smith's Elementary Algebra, Chapters I–IX inclusive.

Geometry: Book I and easy deductions.

Text book: Baker— Theoretical Geometry for Schools.

Elementary Science:

Physics: Measurements, mass, density, specific gravity, properties and states of matter, motion, energy and work, simple machines, pressure in liquids and gases, molecular theory.

Text book: Merchant & Chant's High School Physics (Copp Clark Co.).

Botany: Study the plant as a whole, with special attention to flower structure; study forms and structures of leaves, stems and roots; study of a typical fruit, *e.g.*, the bean pod, clearly distinguishing between seed and fruit; classification of fruits; dissemination of seeds; plant contents; plant ecology; germination of plants; the study of a grass, *e.g.*, timothy or wheat; study of representative plants and chief characteristics of the ranunculaceae, violaceae, rosaceae, crucifereae, leguminoseae and liliaceae.

A text book is not absolutely necessary, but Atkinson's First Studies of Plant Life (Copp, Clark Co.) is a suitable book for

this grade. Spotton's Botany (Manitoba edition) is also useful and may be used as a key. Teachers' References: Coulter's Plants (D. Appleton & Co.), Gray & Coulter's text book of Western Botany (American Book Co.), and Bailey's Botany (Macmillan).

Zoology: A choice of material should be allowed in this subject so that local forms may be used. Those parts of the subject closely related to Agriculture should receive special attention. Blank books for notes and drawings are essential and these should be carefully supervised by the teacher. No text book is required for the pupils.

Outline of course:

(1) Study of a grasshopper—
  (*a*) Body regions;
  (*b*) External organs of each region;
  (*c*) Egg laying habits;
  (*d*) Natural enemies of, *e.g.*, birds, parasites and fungus diseases.

(2) Recognition of types of different orders of insects, *e.g.:*
  (*a*) Orthoptera—Cricket;
  (*b*) Coleoptera—Beetle, ladybird;
  (*c*) Lepidoptera—Butterfly or moth;
  (*d*) Hemiptera—Plant lice;
  (*e*) Hymenoptera—Bees, wasps, ants;
  (*f*) Dyptera—House fly, mosquito;
  (*g*) Neuroptera—Dragon fly.

(3) Short study of type forms of other invertebrate groups, *e.g.*, spider, snail, slug, lobster, leech (blood sucker).

(4) Stages in life history of the grasshopper (to be taken in spring).

(5) Review of metamorphosis of a cutworm or butterfly.

Teachers' References: Chapman's hand book of Birds of Eastern North America; Introduction to Zoology, by Davenport (Macmillan Co.); Lessons in Elementary Biology, by T. Jeffrey Parker (Macmillan Co.); Manual of Zoology, by Parker & Haswell (Macmillan Co.).

Drawing: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III.

Teachers' reference: The Manual.

Optional Subjects:—

Latin:

Grammar: Bennett's Foundations of Latin (pp. 1–85).

Reading: Beresford's First Latin Reader (Blackie), Part I, and first 15 selections of Part II.

French:

Grammar: High School French Grammar (Fraser & Squair), Lessons I–XXIV, and XXVI–XXIX, also regular conjugations, avoir and être (see Sections 153–155, Part II).

Reading: Laboulaye—Contes Bleus (pp. 1–45), Heath.

German:

Grammar: First year German (Collar) Lessons I–XXVI.

Reading: Extracts in Collar's Grammar (pp. 152–177).

The *Examination* subjects for Grade IX Diploma are: English Literature, Composition, Grammar, History, Geography, Arithmetic, and Mensuration, Algebra, Geometry and Elementary Science. Papers

will also be provided in Latin, French and German, and candidates looking forward to University Matriculation should take the examination in such languages as their prospective course demands.

The principal of every school having candidates for examination shall, before June 30th, forward to the department a report stating whether or not (in his judgment), the individual candidates have satisfactorily covered the courses prescribed for this grade in oral and collateral reading and drawing.

GRADE X.

Obligatory Subjects:—

English Literature: The course in Literature should be progressive in character and should be covered in such a manner as to foster a taste for good reading and develop the power of intelligent and correct literary interpretation. Special attention should be given to oral reading as well as to voice training and the general laws that underlie vocal expression. Choice unspecified extracts from the prescribed poetry should be committed to memory in addition to the selections prescribed for memorization.

Year 1912–13:
- Poetry:
  - Scott—Marmion;
  - Shakespeare—As You Like It.
- Prose:
  - Eliot—Silas Marner;
  - Addison—Sir Roger de Coverley.
- Collateral Reading:
  - Scott—The Talisman;
  - Parkman—The Oregon Trail;
  - Macaulay—Lays of Ancient Rome (Horatius, Battle of the Lake Regillus, and Virginia).
- Memorization:
  - The following selections from Palgrave's Golden Treasury:
    - Wordsworth—Milton! Thou Shouldst be Living;
      - The Inner Vision;
      - The Education of Nature.
    - Scott—Coronach; Rosabelle.

Composition: Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Review the course prescribed for Grade IX, and in addition study the principles of *description* (pp. 89–144), and of the paragraph (pp. 277–310); due attention will also be given to the section devoted to letter-writing as well as to pp. 443–468 of the appendix.

Text book: Manual of Composition and Rhetoric (Gardiner, Kittredge & Arnold).

Grammar: A more thorough study of the chapters prescribed for Grade IX; general analysis of a more advanced nature; determining of grammatical values of words in more difficult constructions; a general knowledge of chapters I, V, XV and XVII of the prescribed text.

Text book: The High School Grammar (Seath), revised edition.

History: The leading events of British History with special reference to the period subsequent to the year 1485; also an outline of General History as contained in Part I of the prescribed text, with

special reference to the history of Greece and Rome. Examinations will be such as to require comparison and the use of judgment on the student's part rather than the mere exercise of memory.

Text books: Buckley & Robertson High School History; Myers' General History (revised edition).

Physical Geography: A general knowledge of the Physical Geography as treated in the prescribed text.

Text book: High School Physical Geography (Macmillan Co. of Canada).

Arithmetic and Mensuration: The following parts of the subject to be studied in addition to a review of the work of Grade IX: Partnership, Stocks, Partial Payments, Equation of Payments, Compound Interest; Present Worth, True Discount, Exchange, Numerous Problems involving principles of Commercial Arithmetic. The use of Interest Tables.

Miscellaneous Theorems and their applications under the following headings: Divisibility, Longitude and Time, Ratio and Proportion, Motion, Work and Time, Special Units of Measurement.

Mensuration as applied to the finding of volumes of Rectangular Solid, Prism, Cylinder, Cone, Sphere, Pyramid, Frustrums of Cones and Pyramids.

Numerous problems for practice in mensuration.

Text book: The High School Arithmetic (Macmillan Co. of Canada).

Algebra: A thorough review of the course of Grade IX; continuation of factoring; equations involving the principles of factoring and their solution; Highest Common Factor; Least Common Multiple; Fractions; Simple Equations of one, two and three unknowns; Problems based on Equations.

Text book: C. Smith's Elementary Algebra, Chapters I–XIII inclusive.

Geometry: Review of course prescribed for Grade IX, and in addition Books II and III with easy deductions.

Text book: Baker—Theoretical Geometry for Schools.

Elementary Science—

Physics: Review of course prescribed for Grade IX; nature and sources of heat, expansion through heat, temperature, relation between volume and temperature, measurement of heat, fusion and vaporization, heat and mechanical motion, transference of heat; magnetism, electric currents, chemical effects and magnetic relations of electric currents, heating and lighting effects of currents, induced currents and their applications, electrical measurements, other forms of radiant energy with applications.

Text book: Merchant & Chant's High School Physics (Copp, Clark Co.).

Botany: Study of a composite, *e.g.*, aster, sunflower, dandelion, daisy, etc., with drawings to illustrate; an intensive study of any one plant society, *e.g.*, one in the neighbourhood of a slough; a study of the characteristics of different plant societies; food storage (*a*) in roots, (*b*) in stems, (*c*) in seeds, (*d*) in leaves; structure of leaves, stems and roots; functions of the parts of plants, *e.g.*, roots (anchorage, food storage, food absorption), stems (support, sap transportation, food storage), leaves (respiration, transpiration, photosynthesis), flowers (pollination, different ways in which it is accomplished), fruits (protection and dissemination of seeds), seeds (reproduction and food storage); chief types of

inflorescence; collection of twenty local plants and their identification by the use of a key; recognition of common cryptogams, *e.g.*, equisetum, liverwort, moss, fungi, pond scums.

A text book is not absolutely necessary but Atkinson's First Studies of Plant Life (Copp, Clark Co.) is a suitable book for this grade. Spotton's Botany (Manitoba edition) is also useful and may be used as a key.

Teachers' references: Coulter's Plants (D. Appleton & Co.), Gray & Coulter's Text Book of Western Botany (American Book Co.), and Bailey's Botany (Macmillan Co. of Canada).

Zoology: A choice of material should be allowed in this subject so that local forms may be used. Those parts of the subject closely related to Agriculture should receive special attention. Blank books for notes and drawings are essential and these should be carefully supervised by the teacher. No text book is required for the pupils.

Outline of course—

(1) Study of a vertebrate type, *e.g.*, the gopher—
- (*a*) Covering;
- (*b*) External organs;
- (*c*) Locomotion;
- (*d*) Life habits;
- (*e*) Comparison of teeth with those of dog and cat, illustrating adaptation to function;
- (*f*) Chief organs and their functions.

(2) Brief study of other vertebrate groups—
- (*a*) Fish;
- (*b*) Frog and salamander;
- (*c*) Snake;
- (*d*) Bird (recognition of at least fifteen common birds and a study of their habits).

The study of these types to include chief external features, habits of life, habitat and economic importance.

Teachers' references: Chapman's Hand Book of Birds of Eastern North America; Introduction to Zoology by Davenport (Macmillan Co.); Lessons in Elementary Biology, by T. Jeffrey Parker (Macmillan Co.); Manual of Zoology, by Parker & Haswell (Macmillan Co.).

Drawing: Course prescribed for Grade IX continued.

Text book: Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III.

Teachers' reference: The Manual.

Optional Subjects—

Latin:

Grammer: Bennett's Foundations of Latin (pp. 1–168).

Reading: Beresford's First Latin Reader (Blackie), Parts I, II and III.

French:

Grammar: High School French Grammar (Fraser & Squair), Review of course for Grade IX and Lessons XXX–XXXIV; commoner irregular verbs; syntax of the verb (Sections 227–299).

Reading: Lemaitre—Contes Extraits de Myrrha (Heath).

German:

Grammar: First Year German (Collar); Review of course for Grade IX and Lessons XXVII–LX.

Greek: Forman's "First Greek Book" (American Book Co.), Lessons I-XLVI inclusive, with grammatical work from Hadley & Allen's Greek Grammar (Macmillan) as required for above lessons.

The *Examination* subjects for Grade X Diploma are: English Literature, Composition, Grammar, History, Physical Geography, Arithmetic and Mensuration, Algebra, Geometry, Elementary Science and Drawing. Papers will also be provided in Latin, French, German and Greek, and candidates looking forward to University Matriculation should take the examination in such languages as their prospective course demands.

The principal of every school having candidates for examination shall, before June 30th, forward to the department a report stating whether or not in his judgment the individual candidates have satisfactorily covered the courses prescribed for this grade in oral and collateral reading.

GRADE XI.

Obligatory Subjects—

English Literature: The course in Literature should be progressive in character and should be covered in such a manner as to foster a taste for good reading and develop the power of intelligent and correct literary interpretation. Students in this grade will have become acquainted with sufficient material and acquired such an appreciation of the subject that emphasis may be placed upon comparative study and more critical interpretation. The chief aim, however, must be to teach the student to understand, interpret and appreciate our best literature.

Year 1912-13:
- Poetry:
  - Shakespeare—Coriolanus.
  - Tennyson—The Coming of Arthur.
  - The following selections from Palgrave's Golden Treasury:
    - Dryden—Alexander's Feast.
    - Coleridge—Youth and Age.
    - Gray—Elegy Written in a Country Churchyard.
    - Shelley—To a Skylark.
    - Wordsworth—Nature and the Poet.
- Prose:
  - Macaulay—Essay on Milton.
  - Goldsmith—Vicar of Wakefield.
- Collateral Reading:
  - Morley—Burke.
  - Dickens—David Copperfield.
  - Tennyson—The Princess.

Composition and Rhetoric: Essays based chiefly on subjects chosen from the texts prescribed for collateral reading. Review of work prescribed for former grades and Chapters IV and V of Part I of the prescribed text treating of exposition and argument, also Chapter II of Part II treating of sentences.

Text book: Manual of Composition and Rhetoric (Gardiner, Kittredge & Arnold).

History: General History to the close of the Mediaeval Period (p. 485); constitutional history of Canada.

Text book: Myers' General History, revised edition; Bourinot—How Canada is Governed (Copp, Clark Co.).

Algebra: A review of the work of Grades IX and X; elementary graphs and their application to represent a point on a line, a point on a plane, an algebraic expression, a linear equation involving two unknowns; square and cube roots; theory of indices; surds; quadratics; equations of the second degree involving one and two unknowns; problems involving quadratics; character of the roots of a quadratic equation; relations between the roots and co-efficients of a quadratic equation and problems to illustrate these relations.

Text book: C. Smith's Elementary Algebra.

Geometry: Euclid—Books I, II and III, with deductions.

Text book: Todhunter & Loney's Euclid (Macmillan Co. of Canada).

Chemistry: The course to be experimental as far as possible. Physical and chemical changes; elements, compounds, mixtures and solutions; fundamental chemical laws and principles, *e.g.*, definite proportions, multiple proportions, constancy of mass and equivalence; Avagadro's hypothesis and its applications; Ionization in solution; properties of acids, bases and salts; types of chemical re-action, *e.g.*, oxidation, reduction, replacement; neutralization of acids and bases; catalytic action; combination in solutions; the practical study of the following elements and their more important compounds for the purpose of learning their chemical properties and relationships, illustrating the laws and principles of chemistry, and learning, something of the commercial and industrial uses and preparations of materials derived from them, *e.g.*, hydrogen, oxygen, sulphur, sodium potassium, nitrogen, phosphorus, chlorine, bromine, iodine, carbon, calcium, iron and aluminum.

Text books: Mills' Chemistry for Schools (Gage & Co.).

Animal Life: As in Jordan and Kellogg's Animal Life (Macmillan & Co. of Canada), especially Chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV and XVI.

Optional Subjects—

Physics: A general knowledge of the subject as contained in Merchant & Fessenden's High School Physical Science, Part I, revised edition (Copp, Clark Co.).

Latin:

Grammar: Accidence—Syntactical usages, especially the syntax of the cases, ablative absolute, accusative and infinitive, purpose and result, noun clauses, time clauses, gerund and gerundive, conditional clauses and indirect narration in detail.

Text book: Bennett's Foundations of Latin.

Composition: Translation into Latin of phrases and sentences illustrative of the syntactical usages outlined under Grammar, and also sentences based on the Prose Authors read.

Text book: Bennett's Preparatory Latin Writer (Allyn & Bacon).

Reading:

Caesar—"Invasions of Britain"; Book IV, Chapters XX–XXXVIII; Book V, Chapters I–XXIII.

Virgil—Aeneid, Book II.

Translation at sight of passages of average difficulty from Caesar.

The examination in Latin will consist of two papers, one on the Authors and sight translation, the other on the Grammar and Composition. One-third of the marks for the former paper will be assigned to sight translation.

French:

Grammar: Review of work of preceding grades; all irregular verbs; syntax of noun, article, adjective, pronoun, adverb, (Sections 300–420).

Reading: Translation of the prescribed French literature, also translation at sight of passages of average difficulty from texts not prescribed.

The examination in French will consist of two papers, one on the Authors and sight translation, the other on the Grammar. One-third of the marks for the former paper will be assigned to sight translation.

Text books: High School French Grammar; Gréville—Dosia (Heath).

German:

Grammar: Review of the work of preceding grades and cover remainder of text.

Reading: Translation of the prescribed German literature, also translation at sight of passages of average difficulty from texts not prescribed.

The examination in German will consist of two papers, one on the Authors and sight translation, the other on the Grammar. One-third of the marks for the former paper will be assigned to sight translation.

Text books: First Year German (Collar); Baker's German Stories (Holt).

Greek:

Grammar and Prose: Forman's First Greek Book, Lessons XLVII to the end, with necessary grammatical work from Hadley & Allen's Greek Grammar. The examination in this part of the work will be designed chiefly to test the student's mastery of Greek accidence, but short English sentences for translation into Greek will also be set involving the more common idioms of Greek prose.

Reading: Xenophon—Anabasis, Book IV, Chapters I–VII inclusive (Macmillan's Elementary Classics). Sight translation from the works of Xenophon, preferably from Anabasis.

The *Examination* subjects for Grade XI Diploma are: English Literature, Composition and Rhetoric, History, Algebra, Geometry, Chemistry and Animal Life. Papers will also be provided in Physics, Latin, French, German and Greek, and candidates may take the examination in any or all of these subjects.

The principal of every school having candidates for examination shall, before June 30th, forward to the department a report stating whether or not in his judgment the individual candidates have satisfactorily covered the course prescribed for this grade in collateral reading.

GRADE XII.

Obligatory Subjects—

English Literature: The course in Literature should be progressive in character and should be covered in such a manner as to foster a taste for good reading and develop the power of intelligent and correct literary interpretation. Students in this grade will have become

acquainted with sufficient material and acquired such an appreciation of the subject that emphasis may be placed upon comparative study and more critical interpretation. The chief aim, however, must be to teach the student to understand, interpret and appreciate our best literature.

Year 1912-13:

Poetry:

Shakespeare—Macbeth.
Milton—Minor Poems.

The following selections from Palgrave's Golden Treasury:

Gray—The Bard;
Ode on the Pleasure arising from Vicissitude.
Collins—How Sleep the Brave;
The Passions.
Wordsworth—Upon Westminster Bridge;
The Trossachs;
To Sleep.

Prose:

Emerson—Representative Men.
Burke—Speech on Conciliation.

Collateral Reading:

Beowulf (translation).
Spenser—Faerie Queene, Book I.
Carlyle—Burns and Scott.
Shakespeare—Henry V.

Composition and Rhetoric: Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

English Language and History of Literature:

Lounsbury—English Language, Part I, revised edition.
Gummere—Hand book of Poetics.
Halleck—History of English Literature, Chapters I–VIII inclusive.

History:

Bagehot—The English Constitution (Kegan, Paul, Trench & Co.).
Myers—General History—Modern Age.

Algebra: C. Smith's Elementary Algebra (The Macmillan Co. of Canada).

Geometry: Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33, of Book VI; deductions.

Text book: Todhunter & Loney (The Macmillan Co. of Canada).

Trigonometry: Murray's Plane Trigonometry and Tables.

Chemistry: Inorganic Chemistry—Remsen's Briefer Course, (Holt & Co.).

Physics: High School Physical Science, Part II, revised edition (Copp, Clark Co.).

Latin:

Grammar:

Bennett—with special reference to Parts I–IV.
Bradley—Arnold's Latin Prose Composition (Exercises I–XXIII).

Reading:
Horace—Odes, Books I and II.
Cicero—Manilian Law and Pro Archia.

French:
Grammar and Composition: Dictation and sight translation. High School French Grammar. A study of the irregular verbs and pages 187–336 inclusive, with associated exercises.
Reading: French texts for 1913:
Pailleron—Le Monde ou l'on s'ennuie (Heath).
Loti—Le Pecheur d'Islande (Heath).

German:
Grammar and Composition: Dictation and sight translation. High School German Grammar.
Reading: German texts for 1913:
Ebner-Eschenbach—Die Freiherren von Gemperlein (Heath).
Keller—Fahnlein der sieben Aufrechten (Heath).

Greek:
Grammar and Prose: A general review of Greek forms; translation into Greek of longer sentences and short anecdotes.
Text books: Forman—First Greek Book, Hadley & Allen, Greek Grammar.
Reading: Lysias—"Regarding the Olive Stump," and "On behalf of the Cripple," Shuckburgh (Macmillan Co. of Canada). Homer—Odyssey, Book XI, Merry (Clarendon Press). Sight translation from the Attic Orators.

The *Examination* subjects for Grade XII Diploma are: English Literature (two papers), Composition and Rhetoric, English Language and History of Literature, History, Trigonometry, *either* Physical Science *or* Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French, German or Greek.

TEACHERS' CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(*a*) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) On the recommendation of the Principal of the Normal School to students who have completed a course in training; (2) under the provisions of regulation 6.

(*b*) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(*c*) Third class certificates valid for one year from the close of the calendar year during which they are issued.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have taken a course in training in the Normal School. Certificates of this grade may also be granted to teachers who have taken a course in training outside of the Province of Alberta and whose academic standing is such as to entitle them to admission to the Normal School to train as second class teachers.

(*d*) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the department that a duly qualified teacher is not available. The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(*e*) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. The Minister of Education may extend the time during which an interim certificate shall be valid.

5. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the department, (*a*) the certificates which he holds; (*b*) an official statement that such certificates are valid and in force; (*c*) a certificate of moral character dated within three months of the time of presentation; (*d*) a recent testimonial from the inspector under whom he last taught.

6. Upon the recommendation of the principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

NORMAL SCHOOL AND PROFESSIONAL EXAMINATIONS.

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Grade XI or Grade XII Diploma.

2. No card of admission shall be granted until the applicant has submitted to the department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. The professional examinations based on the course of studies for normal school shall be held at the close of each session.

6. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper.

7. The holder of a professional certificate of the second class and a Grade XII Diploma may be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

Course of Studies for Normal School.

The course of studies is designed for those who intend to teach in elementary and secondary schools in the province. It includes the following subjects:

1. Psychology and General Method; History and Philosophy of Education; Class Management; School Law and Regulations.

2. Methods of teaching (*a*) English (Primary Reading, Oral Reading, Spelling, Writing, Composition, Grammar, Literature); (*b*) Science (Geography, Nature Study, Agriculture, Physiology and Hygiene); (*c*) Mathematics (Arithmetic, Elementary Geometry, Algebra); (*d*) Manual Arts (Manual Training, Drawing and Penmanship); (*e*) History and Civics; (*f*) Music; (*g*) Physical Training.

3. Observation of lessons taught by the staff of the Normal School and by the staff of the Practice School.

4. Practice in teaching.

Each teacher-in-training will be asked to read orally prose and poetical selections and to interpret the same. Each will also be examined in singing. The teaching ability of each will be judged by lessons taught in the presence of the critic teachers of the practice school and of the members of the Normal school staff. A written examination based on lectures given and on the prescribed text books will be held at the end of the session.

Prescribed Text Books.

First Class: Education—Spencer (A. L. Burt Co., New York); Essentials of Psychology—Pillsbury (The Macmillan Co. of Canada); The Philosophy of Education—Horne (The Macmillan Co. of Canada); Text Book in the History of Education—Munroe (The Macmillan Co. of Canada); Lectures on Language—Laurie (Oliver & Boyd, Edinburgh); Philosophy of School Management—Tompkins (Ginn & Co.); King Edward Music Readers—Books I, II and III (The Macmillan Co. of Canada).

Second Class: A Brief Course in the History of Education—Munroe (The Macmillan Co. of Canada); Elements of Psychology—Thorndike (A. G. Seiler, New York); The Teaching of English—Chubb (The Macmillan Co. of Canada); Methods in Teaching—Tilley (The Macmillan Co. of Canada); A New School Management—Seeley (Hinds, Noble & Eldredge); King Edward Music Readers—Books I, II and III (The Macmillan Co. of Canada).

APPENDIX E.

AUTHORIZED TEXT BOOKS, GRADES I–VIII.

(APPROVED AUGUST, 1913.)

Readers: The Alexandra Series—Primer, First, Second, Third and Fourth (Macmillan Co.); The New Canadian Reader, Book V; The Dominion Readers, First (Parts I and II) and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Parts I and II) and Second—these are optional in schools where French is the vernacular; German Readers, Ahn's First and Second German Books.

Supplementary Reading as outlined in Course of Studies.

Arithmetic: The Dominion Elementary Arithmetic (Educ. Book Co.), Part I—Grades IV–VI, Part II—Grades VII and VIII.

Grammar: The Alberta Public School Grammar—Lang (Copp, Clark Co.), Grades V–VIII.

Geography: World Relations and the Continents (Educ. Book Co.), Grades VI–VII; Dominion School Geography (Educ. Book Co.), Grade VIII.

Agriculture: Text not yet prescribed.

History: The Canadian People, Western Edition—Duncan (Macmillan Co.), Grades VII and VIII; An English History—Symes and Wrong (Copp, Clark Co.), Grades VII and VIII.

Civics: Canadian Civics, Alberta Edition—Jenkins (Copp, Clark Co.), Grades VII and VIII.

Geometry: Elementary Plane Geometry—Baker (Gage & Co.), Grade VIII.

Composition: Elementary Composition—Alexander and Mowat (Educ. Book Co.), Grades VI–VIII.

Spelling: Alberta Public School Speller (Copp, Clark Co.), Grade III–VIII.

Writing: The New Barnes Writing Books for Alberta Schools. Primer I, II and III (A. S. Barnes & Co.).

Drawing: The Graphic Drawing Books for Alberta Schools, Books I–VIII (Prang Co.).

Hygiene: How to be Healthy—Halpenny and Ireland (Educ. Book Co.), Grades V–VII

Music: King Edward Music Readers, Books I and II (Macmillan Co.), Grades IV–VIII.

Physical Culture: Syllabus of Physical Exercises for Schools (Copp, Clark Co.).

APPENDIX F.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

(*a*) A certificate of age;

(*b*) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of the student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling

into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a university in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindliness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidates' school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student, who has been elected as aforesaid shall, within six calendar months after his election or as soon thereafter, as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shal

annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

Up to the present time only one scholarship is provided for the Provinces of Alberta and Saskatchewan. A Committee of Selection has been appointed in each province, and arrangements have been made whereby these committees will make the selection for alternate years.

The Committee of Selection for Alberta consists of:
His Honour the Lieutenant Governor, Chairman;
The Honourable the Chief Justice;
The President of the University;
The Chancellor of the University;
The Honourable the Minister of Education.
Secretary of the Committee, D. S. MacKenzie, Edmonton.

The election of a scholar for 1913 will be made by the Alberta Committee, and applicants should submit to the secretary as early as possible complete official statements regarding their qualifications, with evidence of their eligibility under the conditions imposed by the trustees.

APPENDIX G.

EXAMINATIONS, 1912.

GRADE VIII.

ENGLISH LITERATURE.

Time—Two and one-half hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

1. "Days came and went, and now returned again
To Sicily the old Saturnian reign.
Under the Angel's governance benign
The happy island danced with corn and wine,
And deep within the mountain's burning breast
Enceladus the giant was at rest."

8 (*a*) Narrate the story of the poem up to this point.
10 (*b*) Explain Saturnian, governance benign, danced with corn and wine, burning breast, Enceladus.

2. "Poor Philip, of all his lavish waste of words
Remains the lean P.W. on his tomb."

6 (*a*) Describe "Poor Philip" in some detail with special reference to "his lavish waste of words."
6 (*b*) Quote three consecutive stanzas of the Brook's song.
5 (*c*) Note the special fitness of any words or phrases for describing brook scenes.

3. Canada and the Empire.

4 (*a*) By whom and under what circumstances were these speeches delivered?
10 (*b*) Give a brief outline of each speech.
2 (*c*) What has been done towards establishing the "Great Dominion of South Africa" prophesied by one of the speakers?
4 (*d*) Write a brief paragraph on one or other of these statesmen.

4. Name the poem from which each extract is taken and explain the quotations:

4 (*a*) "Some night when the sun in darkness dips
We'll seek the dreamland olden,
And you shall touch with your finger tips
The ivory gate and golden."
4 (*b*) "Mighty Seaman, this is he
Was great by land as thou by sea."
4 (*c*) "There is no treachery in my heart towards thee. And now wend we to yonder fountain for the hour of rest is at hand, and the stream had hardly touched my lip when I was called to battle by thy approach."

Values

4 (*d*) "The Holy Supper is kept indeed
In whatso we share with another's need."

4 (*e*) "The birds who make sweet music for us all
In our dark hours as David did for Saul."

4 (*f*) "And all the man was broken with remorse
And all his love came back a hundredfold."

5. Oriental despots are perhaps the worst class of human beings, and this unhappy boy was one of the worst specimens of his class. From a child he had hated the English and he had formed a very exaggerated notion of the wealth which might be obtained by plundering them. Pretexts for a quarrel were readily found. The English in expectation of a war with France had begun to fortify their settlement without permission."

1 (*a*) Who was the "unhappy boy?"

4 (*b*) What happened after the capture of Fort William by the natives?

4 (*c*) What effect had the news of this affair on the English at Madras?

3 (*d*) Describe the "Council of War."

5 (*e*) What was the result of it all?

6. (*a*) "With sloping mast and dipping prow,
As who pursued with yell and blow,
Still treads the shadow of his foe
And forward bends his head,
The ship drove fast, loud roared the blast,
And southward aye we fled."

(*b*) "Like one that on a lonesome road
Doth walk with fear and dread
And having once turned round walks on
and turns no more his head,
Because he knows a frightful fiend
Doth close behind him tread."

8 (1) Picture in your own words the scenes described in the above quotations.

2 (2) What figure of speech is used in these stanzas?

3 (*c*) Where abouts in the poem is its teaching expressed? Quote if possible.

2 (*d*) How does Coleridge describe *Sleep?*

2 (*e*) "At one stride comes the dark." Explain.

5 (*f*) At no point in the poem does the author set out to describe the Mariner yet we get a vivid picture of the man as we read. How is this brought about?

7. The poet asks songs in praise of our heritage as Canadians.

10 (*a*) What would he thus celebrate?

6 (*b*) In the case of two of these give the reasons why he considers them worthy of praise.

8. "Times grew worse and worse with Rip Van Winkle, as years of matrimony rolled on; a tart temper never mellows with age, and a sharp tongue is the only edge tool that grows keener with constant use. For a long while he used to console himself, when driven from home, by frequenting a kind of perpetual club of the sages, philosophers, and other idle personages of the village, which held its

Values

sessions on a bench before a small inn, designated by a rubicund portrait of his majesty George the Third. Here they used to sit in the shade, of a long summer's day, talking listlessly over village gossip, or telling endless sleepy stories about nothing."

5 (*a*) "When driven from home." Describe the conditions at home.

5 (*b*) "A small inn." What changes in the inn did Rip Van Winkle observe after his return from his long sleep?

6 (*c*) Describe Nicholas Vedder—the innkeeper.

GRADE VIII.

COMPOSITION.

Time—Two hours. EXAMINER: J. C. BUTCHART, B.A.

Values

20 **1.** Copy the following sentences, punctuate them and make the proper division into paragraphs:

"What rot are you playing at now Edward demanded sternly Harold flushed up but stuck to his pig-trough like a man I'm Jason he replied defiantly and this is the Argo the other fellows are here too only you can't see them and we're going through the Hellespont so don't come bothering round and once more he plied the wine-dark sea Edward kicked the pig-trough contemptuously pretty sort of Argo you've got said he Harold began to get annoyed I can't help it he replied it's the best sort of Argo I can manage and it's all right if you only pretend enough but you never pretend one bit Edward reflected look here he said presently why shouldn't we get hold of Farmer Larkin's boat and go away up the river in a real Argo and look for Medea and the Golden Fleece and everything and I'll tell you what I don't mind your being Jason as you thought of it first."

2. Write a paragraph on the benefits of *one* of the following games:

(*a*) Football;
(*b*) Baseball;
10 (*c*) Tennis;
(*d*) Hockey;
(*e*) Basketball.

3. You have written inviting a friend, who lives at some distance, to join your camping party for two weeks in vacation. The friend is unable to accept the invitation and
20 writes expressing regret. Write *both* letters.

4. Improve the following sentences:

(*a*) When the Indians stole his horses, he said they were worthless beasts that ought to be shot.

Values (*b*) Marmosets are as much like men as some monkeys.
(*c*) The point in which he most excelled was the use of the tomahawk, which he could hurl with a skill which
10 amazed us.
(*d*) On the opposite sides of the bridge are walks for foot passengers that are about three feet wide.
(*e*) Rising upon tiptoe, the mere top of the gable could be seen from where he stood.

5. Write a composition of about thirty lines on *one* of the following subjects:
(*a*) Threshing day.
(*b*) The Siege of Arcot. (Lord Clive).
(*c*) Lost on the Prairie.
40 (*d*) A Skating Party.
(*e*) A Day's Berry Picking.
(*f*) An Automobile Ride.

GRADE VIII.

GRAMMAR.

Time—Two hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

1. At the death of night and the birth of day,
When the owl left off his solemn play
And the bat hung *himself out of* the way,
Waked the *song* of Mavis and Merle;
And heaven left off its hodden gray
For mother-o'-pearl.
Peeped the daisies here and there—
Here and there and everywhere;
Rose one hopeful lark in the air
Spreading out to the sun his *breast*
And the moon set *solemn* and fair
Away in the west.

14 (*a*) Analyse the sentences in the above extract so far as to show the number, kind and connection of the clauses composing them.
8 (*b*) Write out the prepositional phrases in the first sentence and tell the kind and relation of each.
8 (*c*) Classify and give the grammatical relation of the italicized words.

4 **2.** (*a*) What is meant by saying that a verb is in the active voice? The passive voice?
6 (*b*) Rewrite the following sentences changing the verbs in the active voice to the passive and those in the passive voice to the active:
(1) The dog drew the cart.
(2) The chair was broken by the boy.
(3) Does the farmer grow wheat?
(4) We were taught French by Miss Smith.
(5) We informed our friends of our arrival.
(6) A breeze sets every leaf in motion.

Values

10 **3.** What are the principal parts of a verb? Give the principal parts of wring, ring, shoot, sit, sow. strew, swim, smite.

10 **4.** Name the five kinds of pronouns and give in sentences two examples of each kind.

12 **5.** Write examples in sentences of absolute subjective, superlative degree, adverb of cause, reflexive objective, perfect participle passive, gerund.

Underline the examples in each case.

10 **6.** Correct any errors you find in the following sentences, giving reasons:

(1) It don't make any difference.
(2) Let everyone look after their own property.
(3) Will I tell him to call for it?
(4) I seen the book laying on your desk.

6 **7.** State precisely the meaning in each of the following statements:

(1) Only Smith passed in Latin.
(2) Smith only passed in Latin.
(3) Smith passed only in Latin.

6 **8.** (*a*) Write sentences containing the following adjectives with the preposition that is used after each: Fond, worthy, angry, convenient, dependent, independent.

6 (*b*) Indicate in the same way the prepositions that follow the verbs: Acquit, confer, wait, resolve, sympathize, protest.

GRADE VIII.

ORTHOEPY AND SPELLING.

Time—One hour. EXAMINER: E. L. HILL, B.A., M.SC.

Values

30 **1.** Write the passage dictated by the presiding examiner: (New Canadian Reader, Book V, page 147, first paragraph).

NOTE.—This is not to be seen by the candidates. It is to be read to them three times; the first time to enable them to gather the meaning; the second time to enable them to write the words; the third time for review. Candidates are not permitted to rewrite the passage. Two marks will be deducted for each misspelled word.

10 **2.** Divide into syllables and mark the accents: automobile, annuity, aeroplane, cylindrical, homogeneous, jeopardize, exquisite, facilitate, aborigines, zoology.

5 **3.** Write sentences each containing one of the following words properly employed: Aerial, vogue, clique, alias, lichen.

Values

5 **4.** (*a*) Show the meaning of the following words, by reference to root, prefix and suffix: percentage, adjective, perennial, abbreviate, submarine.

5 (*b*) Give the composition and literal meaning of: twilight, fulfil, doff, daisy, welcome.

5 **5.** Give the meaning and write in full the word or words for which each abbreviation stands: anon., ibid., 12mo., A.D., G.R.

GRADE VIII.

ARITHMETIC AND MENSURATION.

Time—Two and one-half hours. EXAMINER: J. A. SMITH, B.A.

Values

15 **1.** Divide the difference between the greatest and the least of the following numbers by the sum of the remaining numbers: 2.0425, 45.23, 1.1, 3.42, .0078, 48, 10.7075.

15 **2.** $200 is the premium paid for insuring a cargo of goods for five-eighths of its value at two per cent. Find the value of the cargo.

20 **3.** On May 10th, 1912, Wm. Foster gave F. Jones his note for $425 for four months, with interest at 8 per cent. per annum. Write the note and find its value when due.

20 **4.** An agent sells 1,000 barrels of flour at $5.50 per barrel and charges $2\frac{1}{2}\%$ commission. The expenses for freight were $500. With the net proceeds he buys sugar at $6\frac{1}{4}$ cents a pound charging $2\frac{1}{2}\%$ commission. How much sugar is bought? What is the total commission?

20 **5.** A sum of money amounts to $5,670 in four years at $6\frac{1}{2}\%$ per annum, simple interest. In how many years will the same sum amount to $6,300 at a rate $1\frac{1}{2}\%$ higher?

20 **6.** A householder uses 16 tons of coal which he can buy on June 1st for $6.25 per ton, or on December 31st for $7.00 per ton. If money is worth 4% per annum, what will be his gain on December 31st if he decided to make his purchase June 1st?

20 **7.** Find the difference in feet between the perimeters of a circular and a square field, if each contains two acres.

20 **8.** A block of land containing 5 acres is 32 rods long. Find the cost of the lumber at $25 per M. required to build a walk of 2 in. plank, 6 feet wide around it.

GRADE VIII.

BRITISH AND CANADIAN HISTORY.

Time—Two hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

15 **1.** Describe briefly the four conquests of Britain previous to 1100. Give some idea of the results in each case.

10 **2.** Account for the struggle between England and Spain during the reigns of the Tudor Queens.

10 **3.** Write a sketch of the career of Oliver Cromwell.

15 **4.** With what event is each of the following names associated: De Montfort, Rowland Hill, Watt, Augustine, Hampden, Lord John Russell, Stephenson, Caxton, Cobden, Wycliffe.

12 **5.** Name four Canadian heroes or heroines. Indicate the event with which each is connected and describe one of these.

12 **6.** Outline the work of each of the following in the government of the Province of Alberta: (*a*) Lieutenant Governor; (*b*) Premier; (*c*) Cabinet; (*d*) Legislature.

16 **7.** Explain the term Confederation.
Who first suggested such a scheme as this?
Outline the steps leading up to it.
By whose authority was the final Act passed?
When?
What is this Act called?
What provinces have come under its terms since?
Give the circumstances of the entrance of each.

10 **8.** Write notes descriptive of the work of: La Verendrye, Sir John Franklin, Simon Fraser, Samuel Hearne, Sir Alexander MacKenzie.

GRADE VIII.

GEOGRAPHY.

Time—Two hours. EXAMINER: J. W. BROWN, B.A.

Values

15 **1.** Contrast northern and southern Alberta in regard to (*a*) climate; (*b*) physical features; (*c*) natural resources.

16 **2.** Outline the map of Alberta showing the railway lines with the principal towns and cities thereon.
On the western boundary of your map indicate the position of three passes through the Rocky Mountains.

14 **3.** Describe the Federal System of government as applied to Canada.

Values

15 **4.** What are the causes of ocean currents? What determines their direction? In what way do these currents affect climate?

16 **5.** Name one important characteristic product exported through each of the following ports: Montreal, Sydney (Cape Breton), Colombo (Ceylon), St. John, Cape Town, Kingston (Jamaica), Vancouver, Melbourne.
State where each of these products is sent.

15 **6.** Describe five important trade routes between different parts of the British Empire.

9 **7.** Name two animals you consider most useful to man, giving reasons, in each of the following regions: Arctic, temperate and hot.

GRADE VIII.

NATURE STUDY.

Time—Two hours. EXAMINER: E. L. HILL, B.A., M.SC.

Values

4 **1.** (*a*) In what ways do the first leaves of a plant differ from the later leaves?
6 (*b*) Describe any peculiarities possessed by leaves, enabling them to direct rain water to the roots of the plant.
3 (*c*) Name three plants the leaves of which are commonly used for human food.

12 **2.** Describe the arrangement and uses of the parts of the flower of the rose and the pea. Draw diagrams.

3. Select any common weed, and state:
4 (*a*) Why it is specially objectionable.
4 (*b*) Its special method of dissemination.
4 (*c*) The best means of eradication.

4. Show the advantages to be gained by:
4 (*a*) Rotation of crops.
4 (*b*) Summer fallowing.
4 (*c*) Drainage.

4 **5.** (*a*) Describe the different stages of growth common to insect life.
4 (*b*) What means should be taken to exterminate the house-fly?

12 **6.** Show how the wild duck and the wolf are adapted to their respective modes of life.

10 **7.** Describe the proper care and feeding of a horse.

9 **8.** Describe any common disease of plants and tell what steps should be taken to prevent its occurrence.

8 **9.** (*a*) Tell how wild birds are helpful to the farmer.
4 (*b*) Describe any bird known to do more harm than good.

GRADE VIII.

GEOMETRY.

Time—Two hours. EXAMINER: J. A. FIFE, B.A., M.SC.

Values

NOTE.—Candidates require rulers graduated in inches and centimetres, compasses, dividers and protractors.

2 **1.** (*a*) Define a plane surface.
2 (*b*) How can you test whether a surface is plane?
4 (*c*) Draw a rectangular plane surface $3\frac{1}{8}''$ by $2\frac{1}{4}''$.

8 **2.** A piece of wood is 6′ long; represent its length by a straight line, and by measuring find the length of the piece of wood in centimetres. Scale $1''=2'$.

10 **3.** A ship on leaving harbor sails 30 mls. west and then 25 mls. north; represent her course on a scale $1''=10$ mls. and by measurement find her distance from the harbor.

5 **4.** A triangular plot ABC has the side AB=20′, BC=30′, and CA=45′; draw it on a scale of $1''=10'$; bisect
4 the side CA, using ruler and compasses, and through its middle, D, draw a line parallel to the side BC
5 and cutting the side AB in the point E. Find by measurement the lengths of the straight lines joining
6 D and E, and A and E.

5 **5.** At any point C in the straight line AB, make an angle ACD=135° using ruler and compasses on y. Make
2 the line CD=CA. Join AD and produce the line AD to E, using a protractor to measure the angle
5 CDE.

6 **6.** The string of a flying kite is 200′ long and is held in a boy's hand which is 2′ from the ground. The kite has drifted in the wind until its angle of elevation at the boy's hand is 54°. Find by measurement, the height of
6 the kite. Scale $1''=40'$.

6 **7.** The adjacent sides of a parallelogram are 20 metres and 25 metres respectively and the contained angle is 68°. Draw the parallelogram on a scale of 1 c.m.
8 =5 m., and by measuring find its area in square metres.

5 **8.** At a point A on a level plane, the angle of elevation of the top of a church spire is 45°. From the point A, a straight line AB 100′ long is measured in the direction of the spire, and at this point the angle of elevation
5 of the top of the spire is 60°. Find by measurement,
3 the height of the spire, and its distance from the
3 point A. Scale $1''=25'$.

GRADE VIII.

DRAWING.

Time—One and one-half hours. EXAMINER: J. F. BOYCE, B.A.

Values

NOTE.—Using drawing paper in sheets of convenient size without folding, one sheet for each drawing.

12 **1.** Represent a potato, turnip and carrot arranged in a pleasing group.

12 **2.** Draw a large bowl with a simple ornamental design on it.

12 **3.** Sketch from memory a familiar wild flower as it appears in nature.

12 **4.** Make a sketch of a simple landscape scene showing a trail, hill, shack and trees.

12 **5.** Give a working drawing of a window box for flowers, size three feet by eight inches by six inches outside measurement. The thickness of the lumber is one inch and the scale one-eighth.

N.B.—Instruments may be used for this question.

GRADE IX.

ENGLISH LITERATURE.

Time—Three hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

1. Her beams *bemocked* the *sultry main,*
Like April hoar-frost spread;
But where the ship's huge shadow lay,
The charmed water burnt alway
A *still and awful red.*

Beyond the shadow of the ship,
I watched the water-snakes:
They moved in tracks of shining white,
And when they reared, the *elfish light*
Fell off in hoary flakes.

Within the shadow of the ship
I watched their rich attire:
Blue, glossy green, and velvet black,
They coiled and swam: and every track
Was a flash of golden fire.

O happy living things! no tongue
Their beauty might declare:
A spring of love gushed from my heart,
And I blessed them unaware:
Sure *my kind saint* took pity on me,
And I blessed them unaware.

Values

5 (*a*) At what point in the story does the above selection occur? How does this part close? Compare briefly with other parts of the poem.

6 (*b*) Explain clearly the meaning of the words and phrases in italics.

6 (*c*) Describe the regular rhyme, metre and stanza length of the poem. Suggest reasons for the changes found in these stanzas.

6 (*d*) Quote two short passages each, that illustrate or describe (1) The movement of the ship; (2) Loneliness of the Mariner; (3) Nature.

12 **2.** In no other poem did Wordsworth reach the depth of pathos to be found in Michael. Perhaps no line in this is more expressive of that pathos than: "And never lifted up a single stone." Recount the story of the Sheepfold, noting especially the pathetic incidents.

3. "Chillon! thy prison is a holy place
And thy sad floor and altar, for 'twas trod,
Until his very steps have left a trace
Worn as if thy cold pavement were a sod,
By Bonnivard! May none those marks efface!
For they appeal from tyranny to God."

10 Interpret these lines from the Sonnet, Chillon, in the light of the poem you had for study.

4. Give the poem from which each quotation is taken and the exact connection with the rest of the story:

3 (*a*) "He heard the South
Make subterraneous music, like the noise
Of bagpipers on distant Highland hills."

3 (*b*) "O God! it is a fearful thing
To see the human soul take wing
In any shape, in any mood."

3 (*c*) "And a dozen times we shook 'em off as a dog that shakes his ears
When he leaps from the water to the land."

3 (*d*) "Behind shut the postern, the lights sank to rest
And into the midnight we galloped abreast."

3 (*e*) "A noise like of a hidden brook
In the leafy month of June,
That to the sleeping woods all night
Singeth a quiet tune."

4 **5.** Describe in some detail the event used by Tennyson as the basis for the Revenge.

3 (*b*) What light does this poem throw on the attitude of the English towards Spain at this time?

5 (*c*) Carlyle said on hearing the poem read—"Ay, he has got the grip of it." What exactly did Carlyle mean?

4 (*d*) Quote the three finest lines in the story. Give a reason for your choice.

6. Lord Jeffry writing to Dickens with reference to the Christmas Carol, said—"You have done more good by this little publication, fostered more kindly feelings,

Values

and prompted more positive acts of benevolence than can be traced to all the pulpits and confessionals since Christmas, 1842."

12 What impression was left on your mind by reading the Christmas Carol? Refer in your answer to particular parts of the story. Was Jeffry right?

7 **7.** Sketch the part played by Quicksilver in the stories in the Wonder Book.

2 How is he always recognized?
1 By what name is he better known?
4 What is the teaching of the story the Miraculous Pitcher?
5 Tell any one of the following stories:
The Three Grey Women.
Atlas.
The Old Man of the Sea.

8. "Into the street the Piper stept,
Smiling first a little smile,
As if he knew what magic slept
In his quiet pipe the while;
Then, like a musical adept,
To blow the pipe his lips he wrinkled,
And green and blue his sharp eyes twinkled,
Like a candle flame where salt is sprinkled;
And ere three shrill notes the pipe uttered,
You heard as if an army muttered."

6 (*a*) Describe the Piper when he came before the Mayor and Corporation.
5 (*b*) "What magic slept." Tell briefly the effect of this magic piping.
6 (*c*) Contrast the qualities in the two survivors which prevented them from going with their fellows.
2 (*d*) Explain "Like a candle flame where salt is sprinkled."

2 **9.** (*a*) Write out four lines from the Ride from Ghent to Aix marking the accented syllables.
3 (*b*) What impression does this metre leave on the mind of the listener?
3 (*c*) What encouragement was used by the rider to get his "good Roland" into the city?

10. Quote—
5 (*a*) When I consider how my light is spent——
6 (*b*) Queen and Huntress, chaste and fair——
5 (*c*) The same whom in my school-boy days——

GRADE IX.

COMPOSITION AND RHETORIC.

Time—Two and one-half hours. EXAMINER: J. C. BUTCHART, B.A.

Values

20 **1.** "An *incident* almost always advances the plot, helps the setting, and brings out character as well."

Using the encounter of Gurth with the outlaws (Ivanhoe, Chapter XI), show the truth of this statement.

Values

20 **2.** Tell the story of a boy who was lost in the woods and compelled to spend the night there. Describe his anxiety when he realized that he had lost his way, his efforts to find it, his night in the woods and the accident by which he found his way out.

10 **3.** Write an account of a day spent in taking care of a mischievous child. In the course of your story, describe the child and outline his character.

10 **4.** A retail dealer wishes the representative of a certain wholesale house to call on him, and writes the house to that effect. The house replies acceding to the request. Write both letters.

40 **5.** Write a composition of at least thirty lines on *one* of the following subjects:

(*a*) The Home-coming of Ulysses.
(*b*) The Slaying of Hector.
(*c*) The Trial of Skill at Archery.

GRADE IX.

BRITISH AND CANADIAN HISTORY.

Time—Two and one-half hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

12 **1.** "King Alfred is one of the world's great men."
Discuss this statement with reference to the King as a soldier and a statesman.

13 **2.** Outline the important incidents in the creation of Britain's colonial empire from the organization of the East India Company in 1600 to the Peace of Paris, 1763.

7 **3.** What were the chief matters in dispute between the House of Commons and the Stuart Kings that resulted finally in the Civil War?
5 Give the immediate and permanent results of the war.

3 **4.** Explain clearly what is meant by the Industrial Revolution.
7 Note several improvements brought about at this time and point out the value of each.
3 Had this revolution its drawbacks? Explain.

13 **5.** What is meant by Royal Government?
When was it established?
Outline the system.
What plans were made for settlement? For dealing with the Indians?
Describe the methods of granting land.

12 **6.** Describe in detail the Saskatchewan Rebellion.
Illustrate your answer with a map of the country affected.

Values

12 **7.** Describe the Federal Government mentioning the more important matters reserved for its jurisdiction.

13 **8.** There have been certain boundary disputes between Canada and the United States.
Indicate the territory involved and the manner of settlement in each case.

GRADE IX.

GEOGRAPHY.

Time—Two hours. EXAMINER: J. W. BROWN, B.A.

Values

7 **1.** (*a*) Name the chief systems of ocean currents, or great eddies.
4 (*b*) Account for their existence.
4 (*c*) How do these currents affect climate?

16 **2.** "Man is continually changing the geography of the world." Explain this, referring particularly to change of climatic conditions, distribution of water, form of the land, and distribution of plants and animals.

12 **3.** To what influences do great commercial centres owe their importance? Give examples.

18 **4.** Describe the facilities for transportation in Canada, dealing with the principal lines of railway and the chief waterways.

16 **5.** (*a*) Name the four leading manufacturing nations of the world and state explicitly in each case to what its progress in manufacture and commerce is due.
8 (*b*) Give an account, as definitely as you can, of the nature of the imports of these countries.

15 **6.** Name and give the location of ten important British coaling stations.

GRADE IX.

ARITHMETIC AND MENSURATION.

Time—Three hours. EXAMINER: J. A. SMITH, B.A.

Values

20 **1.** The manufacturer of an article charged 20% profit, the wholesale dealer charged 25% of an advance on the manufacturer's price and the retail dealer charged 30% of an advance on the wholesale price. Find the cost to the manufacturer of an article for which the retail dealer charged $23.40.

15 **2.** The amount of a sum for a certain time, at 8% simple interest, is $336 and at 7½% for the same time is $330. Find the sum and the time.

Values

20 **3.** A grain dealer bought wheat for a certain sum. He sold one-fifth of it at a profit of 5%, one-third of it at a profit of 8%, and the rest at 12% profit. Had he sold all at 10% profit his gain would have been 16.68\frac{1}{3}$ more. Find the cost of the wheat.

4. The Dominion Fire Insurance Co. insured a building for $60.000 at $\frac{7}{8}$% premium. They re-insured one-half the risk in another company at $\frac{5}{8}$%, and one-third of the risk in a third company at $\frac{3}{4}$% premium.

20 (*a*) What amount and what rate of premium did the Dominion Co. net on the remainder of their risk?

(*b*) In case of total destruction of the building, what would have been the actual loss to the Dominion Co.?

20 **5.** A commission merchant sold a consignment of bacon at $11\frac{1}{2}$ cents per pound and invested the proceeds less his commission in tea at 38 cents per pound. His commission on the two transactions at the rate of 5% on the sale of bacon and 2% on the purchase of tea amounted to $52.50. Find the weight of the bacon sold, and of the tea purchased.

15 **6.** A note for $876, dated February 3rd, 1912, and drawn for three months, with interest at 5% per annum, is discounted March 10th, 1912, at 7%. Find the proceeds of the note.

20 **7.** The sides of a rectangular field containing 29.4 Ha. (hectares) are as 5 to 12. Find the diagonal of the field in meters.

20 **8.** A circular fish pond covering $738\frac{58}{63}$ square yards is surrounded by a gravel walk 14 feet wide. Find the cost of the walk at $22\frac{1}{2}$ cents per square yard.

GRADE IX.

ALGEBRA.

Time—Three hours. EXAMINER: J. A. SMITH, B.A.

Values

4 **1.** (*a*) Find the value of $(2x-y)^2-(3y-x)^2$ when $x=-1$, $y=2$.

7 (*b*) If $x=2a-b$ and $y=a+2b$, find the product of $2x+3y$ and $x-y$.

7 (*c*) Divide the product of x^2+x-2 and $2^2x-7x+6$ by $2x^2+x-6$.

3 **2.** (*a*) If a lbs. of cheese cost b pence, how much will x lbs. cost? How many pounds can be bought for a shilling?

(*b*) A man travels at the rate of x feet per minute.

3 (1) How many hours does he take to travel one mile?

3 (2) How many yards does he travel in an hour?

3 (3) How many miles does he travel in y hours.

Values

3. Simplify:

6 (*a*) $(x-1)(2x+3)+(2x-1)(x+3)-(3x+2)(x-5)$.

6 (*b*) $a(a+b)^2-b(a-b)^2-ab(a+3b)$.

6 **4.** (*a*) Find the value of $a(a+b)(a+b+c)-a(a-b)(a-b-c)$ when $a=5$, $b=3$, $c=-6$.

7 (*b*) Divide $9a^2+6ab+b^2-4c^2-4cd+d^2$ by $3a+b-2c-d$.

5. Factor:

4 (1) $4a^2-12ab+9b^2$.

4 (2) x^4-y^4.

4 (3) a^3-8b^3

4 (4) $1-a^2-b^2+a^2b^2$.

6. Expand each of the following and express the equalities in words.

4 (1) $(a+b)(a-b)=$

4 (2) $(a+b)^3=$

4 (3) $(a+b+c)^2=$

7. Solve the following equations:

7 (1) $8-2(3x+5)-2(2-5x)=8x-(6-11x)$.

7 (2) $\frac{2x-1}{3}-\frac{5-4x}{4}=x+\frac{5}{6}$

8 (3) $3(x-5)+6=5y$
$4(y+1)+8=3x$

10 **8.** Div de \$780 into two parts, such that the simple interest on the first part for 3 months at 5% may be \$1.50 less than the simple interest on the remainder for 5 months at 6%.

10 **9.** A and B together earn \$5.75 per day. If A's wages were reduced 20% and B's raised 20%, A would have 10 cents a day more than B. How much does each earn per day?

GRADE IX.

PHYSICAL SCIENCE.

Time—Two and one-half hours. EXAMINER: J. F. BOYCE, B.A.

Values

4 **1.** (*a*) Choosing suitable divisions draw a diagram of a vernier placed upon a scale graduated in centimetres to represent a measurement you have made.

5 (*b*) Explain clearly how you calculate the measurement indicated by your diagram.

3 (*c*) Describe how you would measure the exact volume of an irregular solid like a potato.

8 **2.** (*a*) Give a simple experiment in illustration of (i) the impenetrability, (ii) the porosity of matter.

4 (*b*) State at least one inference that may be drawn from each experiment in (*a*).

Values

4 **3.** (*a*) Express a speed of 72 kilometres per hour in centimeters per second.

6 (*b*) The velocity of a body at a certain instant is 40 centimetres per second and its acceleration 5 centimetres per second. What will be its velocity (i) 15 seconds later, (ii) half a minute later?

3 **4.** (*a*) Distinguish substance, body, mass.

4 (*b*) Write a concise note on (i) *the English* (ii) *the metric* unit of mass.

8 (*c*) Using a diagram give a description of an equal-arm balance and state briefly how it may be used for the determination of equal masses.

8 **5.** (*a*) Write concise notes on (i) the ductility, (ii) the malleability of solids.

4 (*b*) Outline the process of tempering a piece of steel, for example, a sword or a spring.

6 **6.** (*a*) Indicate points of resemblance and difference between tenacity in solids and viscosity in liquids.

4 (*b*) What property of matter accounts for tenacity and viscosity? Explain.

3 **7.** (*a*) State the law of transmission of pressure by fluids.

8 (*b*) Using a diagram show how the transmission of fluid pressure explains the principle of the hydrostatic press.

2 (*c*) What is the practical use of this press?

8. Explain:

4 (i) How small shot is made.

4 (ii) Why iron ships float in water.

4 (iii) The nature of occlusion.

4 (iv) The difference between a mechanical mixture and a compound. Give examples.

GRADE IX.

BOTANY AND AGRICULTURE.

Time—Two and one-half hours. EXAMINER: E. L. HILL, B.A., M.SC.

Values

8 **1.** (*a*) Give an account of the substances found in seeds.

4 (*b*) In what way does Nature provide against the destruction of seeds by animals?

6 **2.** (*a*) Describe the process by which the root secures food for the plant.

6 (*b*) In what parts of the plant may food material be stored? Give examples.

6 **3.** (*a*) Show how leaves are arranged to secure the best possible exposure to sun and air.

4 (*b*) Why is this arrangement necessary?

Values

10 **4.** Write explanatory notes on: hybrids, parasites, carnivorous plants, vernation, deciduous trees.

5. Give explanation of the following:

4 (*a*) A plant growing in a solitary place usually produces no seed.

4 (*b*) The stems of house-plants growing in a window generally bend toward the window.

4 (*c*) Many plants with tap-roots have leaves with a distinct channel along the middle of the upper surface.

4 (*d*) "The majority of the flowers that bloom at night are white, and they are much more generally sweet-scented than flowers which bloom during the day."

4 (*e*) The leaves of most prairie plants are greyish and covered with fine hairs.

6 **6.** (*a*) Describe a cut-worm and its life history.

4 (*b*) Give examples of the ways in which Nature keeps insects in check.

6 **7.** (*a*) What is the origin of each of the principal kinds of soil?

6 (*b*) State the effects upon each produced by green-manuring.

8. "The greatest enemy of all roads is water."

6 (*a*) Explain what is meant.

8 (*b*) Show how a road should be constructed to overcome the difficulty.

GRADE IX.

BOOKKEEPING.

Time—Two hours. EXAMINER: E. L. HILL, B.A., M.SC.

Values

1. On January 12, 1912, R. Young of Regina, buys from the Boundary Milling Company, the following: 100 barrels flour at $5.85 per barrel, 50 sacks of oatmeal at $3.75 per sack, 3,500 pounds of bran at $18.00 per ton.

R. Young pays $500 cash, and gives his order on Richard Jackson for the balance.

4 (*a*) Make out the bill.

4 (*b*) Write the receipt for the cash paid.

4 (*c*) Write the order.

8 **2.** (*a*) Distinguish between a joint note and a joint and several note, both as to form and as to the liability of the parties. Write an example of each.

4 (*b*) Explain what is meant by a lien note.

6 **3.** (*a*) What are the advantages in using drafts in connection with commercial transactions?

6 (*b*) On the 27th of June, 1912, there are drawn—

(i) A sight draft;

(ii) A demand draft;

(iii) A ten days after date draft.

When must each be paid?

Values

4. Regina, July 2, 1912. Robert Stewart began business with the following assets: Goods valued at $2,000, cash in bank $1,200, cash in safe $100.

July 3—Sold R. Hunter for cash 1,000 lbs. wire at 8 cents.

July 4—Sold Jackson Bros., on account, 3 ploughs, at $15. Deposited in bank $150.

July 5—Sold R. Smith 120 kegs of nails at $4 each. Received in part payment note at 30 days for $300; balance to remain on account.

July 6—Paid T. Moore for painting store, cash, $28. Drew from bank for personal use $27. Sold M. White four barrels of oil at $35 each. Received in payment his cheque which was deposited.

July 8—R. Smith paid $100 on account. Bought of Jones & Co. goods as per invoice, $750. Instructed them to draw at 30 days.

July 9—Accepted Jones & Co.'s draft. Took from store for personal use goods $10.

Inventory July 10—Goods in hand valued at $2,350.

12 (*a*) Make complete journal entries (double entry).
8 (*b*) Post to ledger.
4 (*c*) Prepare a trial balance.
6 (*d*) Close ledger accounts.
9 (*e*) Prepare a balance sheet.

GRADE X.

ENGLISH LITERATURE.

Time—Three hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

1. "And all whereon I leaned in wife and friend
Is traitor to my peace, and all my realm
Reels back into the beast, and is no more."

12 Was Arthur's life then a failure? Answer fully.

15 **2.** What was the Holy Grail? Who is represented in the poem as having seen it? With what result? Describe the scene at the banquet when Galahad sat in Merlin's chair. What was the effect of this vision? Describe the experiences of any one of the Knights.

12 **3.** "In old days there were angels who came and took men by the hand and led them away from the city of destruction: and the hand may be a little child's."

From your study of Silas Marner show that men may be led in the same way even in these modern days.

4. The story of Silas Marner was written with a two-fold purpose —to present a literary photograph of village life in England and to portray the development of character in the weaver.

12 Describe scenes to illustrate this "village life in England."

Values

5. "There are three things, young gentleman," said Nelson to one of his midshipmen, "which you are constantly to bear in mind. First, you must always implicitly obey orders, without attempting to form any opinion of your own respecting their propriety. Secondly, you must consider every man your enemy who speaks ill of your king; and thirdly, you must hate a Frenchman as you do the devil."

11 How far did Nelson live up to this creed himself? Quote instances from the text to prove your answer.

6. "Then Denmark blessed our chief
That he gave her wounds repose:
And the sounds of joy and grief
From her people wildly rose."

10 What incident gave rise to these lines of Campbell's? Describe the incident as Southey gives it.

7. "It was this battle, which for two years delivered up the Mediterranean to the power of England, that left the French army isolated among a hostile population and saved India from French enterprise."

11 What battle is meant? Explain "left the French army isolated." What became of this army? What plans had the French with reference to India?

10 **8.** Shakespeare uses four themes in the Merchant of Venice. Could any one of these have been omitted without damaging the story? Give reasons for your answer.

10 **9.** Is Antonio, or Bassanio or Shylock the hero of the play? Why did you make this choice?

11 **10.** Write in detail how you imagine Shylock looked and acted in the Trial Scene.

10 **11.** Write an opinion of Jessica.

12. Give the speaker, the connection in the play and the interpretation of each passage—

3 (*a*) "Which makes her seat of Belmont Colchos' strand,
And many Jasons come in quest of her."

3 (*b*) "When Jacob grazed his uncle Laban's sheep."

3 (*c*) "Bring them, I pray thee, with imagined speed
Unto the tranect, to the common ferry
Which trades to Venice."

3 (*d*) "Thou almost makest me waver in my faith,
To hold opinion with Pythagoras."

14 **13.** Quote:

(*a*) "Signor Antonio many a time and oft——"; *or*
"You see me Lord Bassanio where I stand——"; *or*
"To bait fish withal——."

(*b*) "Much have I travelled in the realms of gold——"; *or*
"Waken, lords and ladies gay——."

GRADE X.

COMPOSITION AND RHETORIC.

Time—Two and one-half hours. EXAMINER: J. C. BUTCHART, B.A.

Values

25 **1.** "The crows we have always with us, but it is not every day nor every season that one sees an eagle. Hence I must preserve the memory of one I saw the last day I went bee-hunting. As I was labouring up the side of a mountain at the head of a valley, the noble bird sprang from the top of a dry tree above me, and came sailing directly over my head. I saw him bend his eye down upon me, and I could hear the low hum of his plumage, as if the web of every quill in his great wings vibrated in his strong, level flight. I watched him as long as my eye could hold him. When he was fairly clear of the mountain he began that sweeping spiral movement in which he climbs the sky. Up and up he went, without once breaking his majestic poise till he appeared to sight some far-off alien geography, when he bent his course thitherward, and gradually disappeared in the blue depths."

What is the topic of this paragraph? State clearly the purpose served by each sentence. By what means does the author hold the interest of the reader?

10 **2.** A classmate has been ill in the hospital for two weeks but is now convalescent. Write a suitable letter to him.

10 **3.** You have made a trip to Vancouver. Write the introductory paragraph of an account of the trip.

4. Write a composition on *one* of the themes in "A" and *one* in "B."

A.

(*a*) A Harvesting Scene.
20 (*b*) A Hailstorm.
(*c*) A Winter Evening.
(*d*) Our Camping Party.

B.

(*a*) Hunting the Buffalo. (Parkman.)
35 (*b*) Sydney Carton.
(*c*) The Combat between Fitz James and Roderick Dhu.

GRADE X.

GRAMMAR.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

(*a*) To thine own self be true,
And *it* must follow *as* the night the *day*
Thou canst not *then* be false to any man.

Values

(*b*) Unrecking harm the British lay,
Secure as if they slept,
While close on front on either flank,
The live, black crescent crept.

16 **1.** (1) Analyse the above extracts so as to show the number, kind and connection of the clauses that compose them.

8 (2) Classify and give the grammatical relation of the italicized words.

4 **2.** (*a*) Compare good, ill, many, far.

4 (*b*) Write the plurals of spoonful, radius, datum, Mr.

4 (*c*) Write the possessive plurals of child, lady, sister-in-law, they.

6 **3.** (*a*) Distinguish derivation, composition and inflection as modes of word formation. Give examples.

8 (*b*) Name and illustrate each of the inflections of the verb.

10 **4.** Fill each blank with who or whom and give a reason in each case for your choice.

(1) He knew not———they were.
(2) ———does he think me to be?
(3) ———do you think that he is?
(4) ———did you enquire for?
(5) He is a man———I think will do well.

12 **5.** Give the tense, voice and mood of each verb form in the following:

(1) He had been playing.
(2) You were being struck.
(3) If I were you I should go.
(4) Have a care lest you be deceived.
(5) We eat that we may live.
(6) Let him go, if he has finished his work.
(7) Had I tried I might have succeeded.

6 **6.** Use *that* in sentences as—

(1) A subordinate conjunction introducing a noun clause;
(2) A subordinate conjunction introducing an adverb clause of (*a*) result, (*b*) purpose;
(3) A demonstrative pronominal adjective;
(4) A conjunctive pronoun;
(5) A demonstrative pronoun.

10 **7.** Correct, with reasons, the errors you find in the following sentences:

(1) I wish I was him.
(2) You can sing as well as her.
(3) Your conscience, not other men's opinions, are your guide.
(4) I intended to have come yesterday.

12 **8.** Classify and point out clearly the grammatical relation of the italicized words in the following:

(1) He came *running*.
(2) I saw him *playing* ball.
(3) His *playing* last night was fine.
(4) He has a pack of *playing* cards.
(5) The *paving* was poorly laid.
(6) By *working* hard he succeeded.

GRADE X.

BRITISH AND CANADIAN HISTORY.

Time—Two and one-half hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

13 **1.** Four great Acts or Charters, viz.: Charter of Liberties, Magna Charta, Petition of Right, and Bill of Rights represent the basis of English liberties. Sketch the circumstances under which each was wrung from the sovereign of the day. Give the provisions of one of them.

12 **2.** Write briefly on the topic "English possessions in France" during either the Norman, Plantagenet or Lancastrian periods.

12 **3.** Write notes on any *four* of the following:
(*a*) The Witan; (*b*) Sir William Wallace; (*c*) The Peasant Revolt; (*d*) The Conquest of Wales; (*e*) Lollards; (*f*) Discovery in Elizabeth's reign; (*g*) The Habeaus Corpus Act; (*h*) Emancipation of the Slaves.

12 **4.** Explain fully the struggle for wider franchise which culminated in the Reform Bill of 1832.

13 **5.** Outline the history of the Hudson's Bay Company from its organization to the sale of Rupert's land. What evidence of the activity of the great company have we in the country still?

12 **6.** How did the French Canadians receive British occupation after 1763? What evidence has there been to prove their loyalty and attachment to British institutions since that date?

13 **7.** What is meant by Representation by Population? Who began the agitation for this reform? Why? Show clearly how it is secured at the present time. Why is the application of this principle of special interest to us in Alberta?

13 **8.** Outline the events leading up to the construction of the Intercolonial and Canadian Pacific Railways. Of what strategic value might they be to the British Empire?

GRADE X.

ARITHMETIC AND MENSURATION.

Time—Three hours. EXAMINER: J. A. SMITH, B.A.

Values

15 **1.** The assessable property of a corporation is $320,000. What rate of taxation is levied if the collector receives $172.80 from a 3% commission?

20 **2.** A commission merchant bought a lot, 40 ft. frontage, with the commission he realized from selling wheat at $5\frac{1}{4}$%. The net proceeds from the sale of the wheat, after deducting his commission, were $3,790. Find the price paid per foot frontage for the lot.

Values

20 **3.** A young man, receiving a legacy of $64,788.50, invests one-third of it in 5% stock at $93\frac{1}{2}$ and the remainder in 6% stock at 108, paying brokerage at $\frac{1}{8}$%. Find his net annual income, after paying an income tax of 18 mills on the dollar.

15 **4.** A merchant sold one-third of his goods at cost and the remainder at a loss of 25% on cost. Had he received $25 more for them than he did, he would have gained 25% on the whole cost. Find the cost.

15 **5.** What must be the face value of a note made May 25th for four months, and discounted June 3rd at 6% to produce $357.98?

20 **6.** What is the weight in kilograms of an iron dumb-bell consisting of two spheres $4\frac{1}{2}$ cm. in diameter joined by a cylindrical bar 6 cm. long and 2 cm. in diameter when an iron ball 4 cm. in diameter weighs 500 grams?

10 **7.** (*a*) The perimeter of a semicircle is 3 yards; find its area in square feet.

15 (*b*) The parallel side of a trapezoid are respectively 24 feet and 38 feet, and the nonparallel sides 13 feet and 15 feet. Find the area of the trapezoid.

20 **8.** The area of the whole surface (base included) of a right circular cone is 924 sq. ft. Find the volume of the cone, the slant height being five times the length of the radius of the base.

GRADE X.

ALGEBRA.

Time—Three hours. EXAMINER: J. A. SMITH, B.A.

Values

1. (*a*) Express the following statements in the form of equations:

2 (1) The product of x and y is three times the excess of a over b.

3 (2) There are a inches in x yards, y ft., z in.

3 (3) The product of two consecutive numbers of which x is the greater, is y.

3 (*b*) State in the form of an equation the relation between the terms of a division.

6 **2.** (*a*) State and prove the Index Law for Multiplication, when the index is a positive integer.

6 (*b*) Multiply x^m+y^n by x^a+y^b.

3. Factor:

5 (1) $a^2-b^2-ac+bc$.

5 (2) $a^3+1-a(a+1)$.

5 (3) $(a+1)^4-16$.

6 (4) $4a^2b^2-(a^2+b^2-c^2)^2$.

5 (5) a^4-3a^2+1.

5 (6) $a^4+b^4+ab(a^2+b^2)$.

Values

4. Solve the equations:

7 (1) $$\frac{1}{x+1}+\frac{1}{x-1}=\frac{2}{x-2}$$

7 (2) $$x-\frac{y-2}{7}=5 \text{ and } 4y-\frac{x+10}{3}=3.$$

8 (3) $$\frac{x-1}{x-2}-\frac{x-2}{x-3}=\frac{x-5}{x-6}-\frac{x-6}{x-7}$$

5. Simplify:

7 (*a*) $$\left(1-\frac{2xy}{x^2+y^2}\right)\div\left(\frac{x^3-y^3}{x-y}-3xy\right)$$

8 (*b*) $$\frac{2}{x^2+x}-\frac{2x-1}{x^2-x+1}-\frac{2x^3-1}{x^4+x}$$

7 **6.** (*a*) Find the H.C.F. of x^3-x^2-3x+3 and x^3-3x^2+2.

7 (*b*) Find the L.C.M. of x^2-4, x^2-x-2, and x^3+2x^2-x-2.

10 **7.** The denominator of a certain fraction exceeds its numerator by one. Two other fractions are formed, one of them by adding 9 to the denominator, and the other by subtracting 6 from the numerator of the original fraction. These two fractions are equal. Find the original fraction.

10 **8.** I bought a horse and carriage for $80. I sold the horse at a profit of 20% and the carriage at a loss of 4%, and found that on the whole transaction I had gained 5%. What was the original cost of the horse?

GRADE X.

GEOGRAPHY.

Time—Two hours. EXAMINER: J. W. BROWN, B.A.

Values

14 **1.** Explain clearly the following terms: reflection, refraction, selective scattering, conduction, convection, relative humidity, area of low pressure.

4 **2.** (*a*) Of what four parts does the general circulation of the atmosphere consist?

12 (*b*) Explain the causes of trade winds, prevailing westerlies, monsoons and cyclones.

12 **3.** (*a*) Account for the wide distribution of land animals.

12 (*b*) Show how types of life in water, in air and on land adapt themselves to climatic conditions.

15 **4.** Write comprehensive notes on: weathering, river erosion, deltas, flood plains, igneous rocks.

Values

16 **5.** Point out in detail the disastrous effects of the destruction of forests.

15 **6.** Estimate the influence of nature in developing characterisics and determining occupations of the inhabitants of any *two* of the following: Arabia, Highlands of Scotland, Holland.

GRADE X.

GEOMETRY.

Time—Three hours. EXAMINER: J. A. FIFE, B.A., M.SC.

NOTE.—Particular enunciations must be clearly stated and authorities given.

Values

7 **1.** (*a*) Define—Plane geometry, perpendicular, straight angle, supplement of an angle, corollary, superposition, and converse theorem.

7 (*b*) Illustrate each of the terms which you are asked to define in (*a*).

10 **2.** If two triangles have two sides of the one equal to two sides of the other, each to each, and the angles included by those sides equal, then the triangles are equal in all respects. I–4.

8 **3.** ABC is an isosceles triangle: from the equal sides AB, AC, two equal parts AX and AY are cut off, and BY and CX joined. Prove that BY=CX.

10 **4.** If one side of a triangle be produced, then the exterior angle is greater than either of the interior opposite angles. I–16.

8 **5.** To a given straight line there cannot be drawn from a point outside it more than two straight lines of the same given length.

10 **6.** Any two sides of a triangle are together greater than the third side. I–20.

9 **7.** The sum of the distances of any point from the three angular points of a triangle is greater than half its perimeter.

8. If a str ight line cuts two other straight lines so as to make—

7 (i) The alternate angles equal; or

7 (ii) An exterior angle equal to the interior opposite angle on the same side of the cutting line; or

7 (iii) The two interior angles on the same side equal to two right angles;

Then in each case the two straight lines are parellel. I–27 and 28.

9 **9.** Two straight lines AB and CD bisect one another at O. Show that the straight lines AC and BD are parallel.

Values

10 **10.** If two triangles have two angles of one equal to two angles of the other, each to each, and any side of the first equal to the corresponding side of the other, the triangles are equal in all respects. I–26.

8 **11.** The middle point of any straight line which meets two parallel straight lines, and is terminated by them, is equidistant from the parallels.

8 **12.** Triangles on the same base and between the same parallels are equal in area. I–37.

GRADE X.

DRAWING.

Time—One and one-half hours. EXAMINER: J. F. BOYCE, B.A.

NOTE.—Use drawing paper in sheets of convenient size without folding, one sheet for each drawing.

Values

12 **1.** Draw a square basket of pears below the level of the eye on a sloping support as commonly seen in a shop window.

12 **2.** Draw a flower vase with a simple ornamental design on it.

12 **3.** Sketch a simple water scene showing trees, a hill and a sail boat *or* a tent.

12 **4.** Give a design suitable for *one* of the following:
(*a*) A blackboard border;
(*b*) A scroll for a verandah;
(*c*) A cover for a cushion;
(*d*) A *gateway* before a large stone house on a spacious lawn.

12 **5.** Make a working drawing of a glove box with a hinged lid, size of box twelve inches by four inches by three inches outside measurement. The bottom and the lid project one-half inch all round over the body of the box. The lumber is one-half inch in thickness.

N.B.—Instruments may be used for this question.

GRADE X.

PHYSICAL SCIENCE.

Time—Two and one-half hours. EXAMINER: J. F. BOYCE, B.A.

Values

6 **1.** (*a*) Using a diagram describe a vernier caliper and explain clearly how to use the instrument.

5 (*b*) A tank 50 cm. long, 20 cm. wide and 15 cm. deep is filled with alcohol of density 0.8. Find the weight of the alcohol in (*i*) kilograms, (*ii*) pounds approximately.

Values

2 **2.** (*a*) Distinguish flexibility and elasticity.

4 (*b*) Describe an experiment in illustration of the limit of elasticity of a "spring balance."

4 (*c*) Tell how you would test the measure of elasticity of an archer's bow.

2 (*d*) Point out four useful applications of the principle of elasticity.

6 **3.** (*a*) Show how to find the specific gravity of a substance soluble in water such as common salt.

1 (*b*) Mention two practical applications of the principle of specific gravity.

5 (*c*) If the sp. gr. of lead is 11.35 and that of silver 10.5, what is the sp. gr. of a body made up of 22.7 grams of lead and 31.5 grams of silver?

10 **4.** Give a diagram indicating the relative position of the sun, moon and earth in the case of a total eclipse of the sun. Show the umbra and penumbra of the shadow, indicate the position of the observer on the earth's surface and offer any explanation necessary to make your diagram clear.

5. "A material medium is required for the propagation of sound, and solids and liquids as well as gases transmit sound," Text.

4 (*a*) Describe an experiment showing that a material medium is necessary for transmission of sound.

4 (*b*) Show that sound may be transmitted through solids and liquids as well as gases.

4 (*c*) Explain the practical application of the transmission of sound as illustrated in the speaking tube.

8 **6.** (*a*) Describe the construction and graduation of the mercury thermometer.

4 (*b*) What is the approximate limit below zero at which the mercury thermometer becomes unreliable? Why? How then, are temperature measurements taken in extermely cold weather in Arctic regions?

8 **7.** (*a*) Using a simple diagram describe the construction and explain clearly the action of the force pump. Indicate at least two special uses of the force pump.

2 (*b*) How should the parts of a common pump be arranged for lifting water from a very deep well?

1 (*c*) Mention two useful applications of compressed air.

8. Write concise explanatory notes on:

4 (*a*) The formation of dew;

4 (*b*) The phenomena of echoes;

4 (*c*) The transmutation of energy;

4 (*d*) The molecular conditions of the states of matter;

4 (*e*) The practical use of the barometer.

GRADE X.

LATIN.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

8 **1.** Decline: flumen, spes, portus, filia.

12 **2.** Decline together: (*a*) miles fortior, opus facile; (*b*) the Latin words for a swift ship, a very large field.

4 **3.** (*a*) Compare the adjectives: celer, prior, felix, similis.
4 (*b*) Write the adverbs derived from the adjectives: bonus, acer, audax, facilis.
4 (*c*) Compare the adverbs: saepe, magnopere, multum, diu.

4. Decline in full:
5 (1) The relative pronoun;
5 (2) The intensive pronoun;
3 (3) The first personal pronoun.

5 **5.** Give the principal parts of do, munio, moveo, fero, conor.

8 **6.** Write out in full:
(1) The future indicative active of moneo;
(2) The imperfect indicative passive of rego;
(3) The present subjunctive active of amo;
(4) The imperfect subjunctive passive of audio.

7. Express in Latin:
4 (1) Who was the leader of these forces?
4 (2) Our men bravely withstood the attack of the enemy.
4 (3) Many trees were found in this forest.
4 (4) The leaders praised the courage of the soldiers.

5 **8.** Translate into English:
(1) Turrem ad muros agunt.
(2) Fabri arbores excidunt.
(3) Funditores pro Romanis pugnabant.
(4) Mars, belli deus, Romuli pater esse dicebatur.
(5) Vallo et fossa castra cinguntur.

9. Translate into English:
8 (*a*) Lupus quondam, cuius in faucibus os inhaerebat, ab aliis animalibus open frustra petit. Tandem grus precibus eius motus, rostrum longum inseruit et os extraxit. Ubi mercedem postulat, lupus subridens, Nonne, inquit, satis mercedis tibi videtur caput ex faucibus lupi incolume extraxisse?

13 (*b*) Priamus rex Troianus erat. Helena, uxor Menelai Lacedaemoniorum regis, a Paride, filio Priami, abrepta est. Inde ortum est bellum Troianum: namque Lacedaemonii magna cum classe perfugam subsecuti sunt. Postquam acriter decem annos urbs oppugnata est, tale consilium inierunt Danai. Equum ligneum, quem viris armatis compleverunt, struxerunt. Hunc Troiani, donum deorum arbitrati, traxerunt in urbem. Proxima nocte milites, qui in alveo equi latuerant, jam liberati portas amicis aperuerunt. Protinus Danaorum exercitus in urbem irrupit Troianosque occidit.

GRADE X.

GERMAN GRAMMAR, COMPOSITION AND AUTHORS.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

Values

1. Decline together in full:

2 (*a*) Dieser gute Sohn.
2 (*b*) Mein altes Haus.
2 (*c*) Jene hübsche Lilie.
2 (*d*) Ein tapferer Mann.
2 (*e*) Unser frenndlicher Nachbar.

2. Translate into German:

1 (*a*) The weather is coldest in Alberta in January.
1 (*b*) Fritz is older and taller than I.
1 (*c*) Coffee is almost as dear as tea.

3. Translate into German:

1 (*a*) Where has he gone?
1 (*b*) We had never met your friend.
1 (*c*) What has happened?
1 (*d*) How far have you run?

4. Translate into German:

2 (*a*) My uncle has had a new house built for his son.
2 (*b*) Because it is not so cold now we shall go for a walk.
2 (*c*) Your coat fits so badly that you should send it back to the tailor.
2 (*d*) Open the book if you please and read the poem we have spoken of.
2 (*e*) We shall leave for Berlin today, the seventeenth of the month, at half past two in the afternoon.
2 (*f*) In nineteen hundred and eight my father paid four thousand six hundred and fifty dollars for the house we are living in now.
2 (*g*) The boy has fallen from the tree and has probably hurt himself.
2 (*h*) Have you ever been in Montreal? It is the largest and wealthiest city in Canada.
2 (*i*) How long have you been in Alberta? I was born in Macleod fifteen years ago.
2 (*j*) Karl has been greatly praised by all his teachers.

6 **5.** (*a*) Distinguish with examples the use of: du, ihr, Sie.
7 (*b*) Name the prepositions governing the accusative.

20 **6.** Translate into clear idiomatic English:

"Es ist mir erfreulich, meine lieben Jünglinge, dasz ihr bemüht seid, meinen Befehl nach Kräften auszuführen, und dadurch zugleich für euer eigenes Bestes forgt. Bestrebt euch fernerhin, etwas Tüchtiges zu lernen, so werde ich euch Bischofssize und andere gute Stelle geben, und ihr sollt in meinen Augen immer geehrt sein." Alsdann wandte er sich mit zornigem Angesichte zu denen zu seiner Linken und erschütterte zuerst mit einer gewaltigen Rede ihr Gewissen, dann aber wandte zum Spott: "Ihr Söhne vornehmer Männer, ihr geleckten, zarten Herrchen, ihr vertraut auf eure Eltern und eure Verwandten,

Values ihr vernachlässigt das Studium der Wissenschaften, ihr achtet mein Gebot und eure eigene Ehre gering und jagt dafur euern Ergötzungen, euerr. Spielen und Possen nach." Nachdem er aber diese Worte im Tone des Spottes gesagt hatte, erhob er fein Haupt und seine rechte Hand und donnerte mit gewaltiger Stimme in seinem gewöhnlichen Schwure: "Beim Konige des Himmels! Ich kümmere mich nicht um eure vornehme Geburt und eurem Putz, wenn die andern auch euch bewundern mögen: Wenn ihr euch nicht aus allen Kräften bemüht, eure frühere Nachläszigkeit wieder gutzumachen, so sollt ihr bei Karl niemals etwas Gutes erlangen."

Gute Nacht!

20 (*b*) Gute Nacht!
Allen Müden sei's gebracht.
Neigt der Tag sich still zum Ende,
Ruhen alle fleisz'gen Hande,
Bis der Morgen neu erwacht.
Gute Nacht!

Geht zur Ruh'!
Schlieszt die müden Augen zu!
Stiller wird es auf den Straszen,
Nur die Wächter hört man blasen,
Und die Nacht ruft allen zu:
Geht zur Ruh'!

Gute Nacht!
Schlummert, bis der Tag erwacht,
Schlummert, bis der neue Morgen
Kommt mit feinen neuen Sorgen,
Ohne Furcht, der Vater wacht.
Gute Nacht!

10 (*c*) Write out the principal parts with the auxiliary of the underlined verbs in (*b*).

GRADE X.

FRENCH GRAMMAR, COMPOSITION AND AUTHORS.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D

NOTE.—All candidates are required to take questions 1, 2, 3, 4 and 5 together with either 6 or 7.

Values

Translate into French:

1 (*a*) The flowers are blue.
1 (*b*) Those gentlemen are all tall.
1 (*c*) His eyes and nose and arms were injured.
1 (*d*) The two generals have often been rivals.

Translate into French:

1 (*a*) Men are animals.
1 (*b*) He gave the boy some bread and butter.
1 (*c*) Have you any paper? No, we have none.
1 (*d*) There are some old books on the table.

Values

3. Translate into French:

1 (*a*) France and England are friends.
1 (*b*) In Italy it is very warm in summer.
1 (*c*) In Canada the winter is the most healthful season.
1 (*d*) We are to set out for Europe in May.

3 4. (*a*) How are adverbs formed in French?
5 (*b*) Form adverbs from the following adjectives: sec, faux, cruel, court, long.

5. Translate into French:

3 (*a*) The train for Winnipeg leaves at ten o'clock every evening.
3 (*b*) I wish you to be at the station fifteen minutes before the train departs.
3 (*c*) That will give you time to have your trunk checked (enregistred).
3 (*d*) As it is raining today, it will probably be cold tomorrow.
3 (*e*) The little boy is tired and sleepy and ought to go to bed.
3 (*f*) The apples which we have bought come from the Province of Ontario.
3 (*g*) The man to whom I gave the book is an old teacher of mine.
3 (*h*) Though it seems easy at first, French is really a very difficult language.
3 (*i*) Two years ago my father came to Alberta. In the spring the rest of the family came out.
3 (*j*) We are having a new house built.

35 6. (*a*) Translate into English:

Un soir qu'ils causaient ensemble de leurs travaux et de leurs projets, la femme de Gudbrand *dit* à son mari:

—Cher ami, il me *vient* une idèe: vous devriez *pren dre* une de nos vaches et la mener à la ville. Celle que nous garderons suffira pour nous *donner* du beurre et du lait. Qu'avons-nous besoin de nous fatiguer pour les autres? Nous avons de l'argent qui *dort* dans le tiroir, nous n'avons pas d'enfants, ne *vaudrait-il* pas mieux ménager nos bras qui *vieillissent?* Vous aurez toujours de quoi vous occuper au logis (il ne vous manquera jamais de meubles ni outils à réparer, et moi je resterai davantage auprès de vous avec ma quenouille et mon fuseau.

Gudbrand trouva que sa femme *avait* raison, comme toujours. Dès le lendemain, par une belle matinée, il se rendit à la ville avec la vache qu'il *voulait vendre.* Mais ce n'etait pas jour de marche, il ne trouva pas d'acheteur.

Très bien! très bien, dit Gudbrand, au pis aller, j'en serai quitte pour reconduire ma vache où je l'ai prise. J'ai du foin et de la litière pour la bête, et la route n'est pas plus longue en revenant qu'en allant.

Sur quoi il reprit tranquillement le chemin de sa maison.

10 (*b*) Write out the third person singular of the present indicative, of the future indicative and of the past definite of the verbs in italics in the preceding extract.

5 (*c*) Relate briefly the substance of the story of which the preceding is an extract.

Values

35 **7.** (*a*) Translate into English:

—Non, dit Miryem, car son royaume *n'est* pas de ce monde. Il *n'aura* pas de gardes ni de soldats. Il n'aura pas de palais ni de trésors, il ne lèvera pas d'impôts, et il *vivra* comme le plus pauvre des pêcheurs du lac Génésareth. Il sera le serviteur des humbles et des petits. Il *guérira* les malades, il consolera les affligés. Il *enseignera* la vérité et la justice, et c'est sur les coeurs et non sur les corps qu'il régenera. Il *souffrira* pour nous *apprendre* le prix de la souffrance. Il sera le roi des pleurs, de la charité et du pardon. Il sera le roi de l'amour. Car il aimera les hommes, et, à ceux qui sont tourmentés d'un désir d'aimer auquel la terre ne *suffit* point, il *dira* comment leur pauvre coeur trouvera son contentement et sa joie. Il aura d'inépuisables miséricordes pour tous ceux qui mêmes coupables, auront conserve ce don d'aimer et cette vertu de se *sentir* frères des autres hommes et de ne pas se préférer à eux. Et sans doute il aura un trône . . .

10 (*b*) Write out the second person singular of the present subjunctive, of the conditional, and of the past definite of the verbs italicized in the preceding extract.

5 (*c*) Relate briefly the substance of the story of which the foregoing is an extract.

GRADE XI.

ENGLISH LITERATURE.

Time—Three hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

1. "Scorn not the Sonnet; Critic, you have frowned,
Mindless of its just honours; with this key
Shakespeare unlocked his heart; the melody
Of this small lute gave ease to Petrarch's wound;
A thousand times this pipe did Tasso sound;
With it Camoens soothed an exile's grief;
The Sonnet glittered a gay myrtle leaf
Amid the cypress with which Dante crowned
His visionary brow; a glow worm lamp,
It cheered mild Spenser, called from Faery-land
To struggle through dark ways; and, when a damp
Fell round the path of Milton, in his hand
The Thing became a trumpet; whence he blew
Soul-animating strains—alas, too few!"

6 (*a*) Write a note descriptive of the Sonnet under the following heads: (1) Form; (2) Kinds; (3) Rhyme scheme, of one of these.

7 (*b*) "With this key Shakespeare unlocked his heart."
Explain this line from your knowledge of the selections of his which you read in the Golden Treasury. Quote where possible.

2. "At last divine Cecilia came,
Inventress of the vocal frame;
The sweet enthusiast from her sacred store
Enlarged the former narrow bounds,

Values

And added length to solemn sounds,
With Nature's mother-wit and arts unknown before.
—Let old Timotheus yield the prize
Or both divide the crown;
He raised a mortal to the skies;
She drew an angel down!"

8 Write the above passage in your own words so as to bring out the meaning clearly.

3. "These shall the fury passions tear,
The vultures of the mind,
Disdainful Anger, pallid Fear,
And Shame that skulks behind;
Or pining Love shall waste their youth,
Or Jealousy with rankling tooth
That inly gnaws the secret heart,
And Envy wan, and faded Care,
Grim-visaged comfortless Despair,
And Sorrow's piercing dart."

7 (*a*) Taking this quotation as a type of Gray's poetry would you say he belonged to the Classic or Romantic writers? Quote from the Elegy to show that he sometimes leaned towards the other school.

7 (*b*) What quality in the work of Burns gains for him an ever increasing audience? In other words, why does his work appeal to you? Cite instances where this quality is present in a marked degree.

10 **4.** Taking the following quotations as typical of Scott—

"The wild rose, eglantine and broom
Wasted around their rich perfume."

"The stag at eve had drunk his fill
Where danced the moon on Monan's rill."

And these as typical of Wordsworth—

"Move along these shades
In gentleness of heart: with gentle hand
Touch—for there is a spirit in the woods."

"To me the meanest flower that blows can give
Thoughts that do often lie too deep for words."

Contrast the appeal made by Nature to the two men.

12 **5.** Compare the Vicar of Wakefield with Esmond or any other novel you have read from the point of view of (*a*) a story interest; (*b*) plot structure; (*c*) vivid character painting

10 **6.** The Vicar is a man of hobbies. Mention some of these and describe one in detail.

12 **7.** Quote Antony's tribute to Brutus at the close of the play. Using this as a basis, illustrate the main features of Brutus' character, showing that he might be considered the hero of the play.

9 **8.** What light is thrown on conditions in Rome by (*a*) the opening scene; (*b*) the oration scene; (*c*) the scene in which Cinna the poet appears?

Values

10 **9.** Write brief character sketches of Portia and Calpurnia. Show in what respects they exhibit the virtues of the Roman matron.

10 **10.** (*a*) "Ye gods, it doth amaze me,
A man of such a feeble temper should
So get the start of the majestic world,
And bear the palm alone."

(*b*) "Would he were fatter! but I fear him not,
Yet if my name were liable to fear,
I do not know the man I should avoid
So soon as that spare Cassius."

Indicate the attitude of these men towards each other as shown by these quotations. Were they just in their estimates. Discuss this by reference to other parts of the play.

11. Give the speaker and establish the connection in the play—

3 (*a*) "This is a slight unmeritable man,
Meet to be sent on errands."

3 (*b*) "But 'tis a common proof
That lowliness is young ambition's ladder."

3 (*c*) "When beggars die there are no comets seen;
The heavens themselves blaze forth the death of princes."

3 (*d*) "O, let us have him, for his silver hairs
Will purchase us a good opinion."

3 (*e*) "The fault, dear Brutus, is not in our stars,
But in ourselves that we are underlings."

14 **12.** Quote fourteen consecutive lines from one of the poets whose work you read in the Golden Treasury; *or*
"Why man he doth bestride the narrow world——"; *or*
"It must be by his death——"; *or*
"You all do know this mantle——."

13 **13.** Mention some qualities of Dr. Johnson which would justify Macaulay's judgment as stated in the closing lines of his essay: "And it is but just to say that our intimate acquaintances with what he would himself have called the anfractuosities of his intellect and of his temper serves only to strengthen our conviction *that he was both a great and a good man.*"

GRADE XI.

ENGLISH GRAMMAR AND RHETORIC.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

But this was a great mistake. Johnson had failed, not because his mind was less vigorous *than* when he wrote Rasselas in the evenings of a week, but because he had foolishly chosen a subject *such as* he would at no time have been competent to treat. He was in no

Values

sense a statesman. He never willingly read or thought or talked about affairs of State. He loved biography, literary history, the history of manners; but political history was positively distasteful to him. The question at issue between the colonies and the mother country was a question about which he had really nothing to say. He failed, *therefore, as* the greatest men must fail *when* they attempt to do that for which they are unfit; as Burke would have failed if Burke had tried to write comedies *like* those of Sheridan; as Reynolds would have failed if Reynolds had tried to paint landscapes like those of Wilson. Happily, Johnson soon had an opportunity of proving most signally *that* his failure was not to be ascribed to intellectual decay.

—Macaulay's Life of Samuel Johnson.

12 **1.** (*a*) Give a clausal analysis of the second sentence in the above paragraph showing clearly the kind and connection of the clauses composing the sentence.

8 (*b*) Classify and give the grammatical construction of the italicized words.

5 (*c*) Give a detailed analysis of the last sentence.

9 **2.** Give the grammatical value and relation of *but* in the following sentences:

(1) There was no one but was moved to tears.
(2) As I have no proof I can but declare my innocence.
(3) They are all here but Tom.
(4) I came but now.
(5) They did nothing but talk.
(6) But for me he would have gone.

4 **3.** (*a*) Write four complex sentences containing adverb clauses of condition, purpose, consequence, concession.

4 (*b*) Write four complex sentences to show that *as* may introduce adverbial clauses of time, cause, manner, comparison.

8 **4.** Explain the following constructions, giving an example in each case: retained direct object, factitive objective predicate adjective, expletive adverbial particle, adverbial objective.

4 **5.** (*a*) Give four uses of the subjunctive mood. Compose sentences to illustrate each use.

4 (*b*) Write the present and past tense forms of the subjunctive of the verb "to be."

2 (*c*) Write the past perfect tense forms of the subjunctive passive of the verb "love."

10 **6.** Distinguish clearly the root infinitive, the three types of the gerundial infinitive and the gerund. Give one example of each.

7. Deal with the paragraph in question 1 as follows:

5 (1) State the theme of the paragraph.
8 (2) Show the relation of each sentence to the theme.
4 (3) Comment on the sentence structure.

Values

4 (4) Point out examples of balanced structure and parallel construction.

5 (5) Characterize the author's style.

4 (6) Conjecture as to (1) the mistake referred to in the first sentence; (2) the theme of the succeeding paragraph.

GRADE XI.

ESSAYS.

Time—Two and one-half hours. EXAMINER: J. C. BUTCHART, B.A.

NOTE.—The candidate will write on *one* of the themes in "A" and *one* in "B."

Values

A.

1. The Village Preacher.

50 2. Beatrix Esmond.

3. The Last Months at Khartoum.

B.

1. A Book I Have Read.

50 2. The Trees in Autumn.

3. The Western Outlet for Alberta's Products.

GRADE XI.

HISTORY.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

1. Write a brief description of the executive branch of the government of Alberta under the following heads:

3 (*a*) How the executive is chosen.

3 (*b*) The relation existing between the executive and legislative branches.

4 (*c*) The names of the departments with the names of the present presiding heads.

4 (*d*) The work assigned to each department.

8 **2.** State (*a*) the main sources of revenue for the Province of Alberta; (*b*) the main channels of expenditure.

10 **3.** Define clearly the following terms as used in connection with the administration of justice: plaintiff, defendant, writ of summons, subpoena, true bill, jury, judgment, sheriff, king's counsel, extradition of criminals.

10 **4.** Trace clearly the development of the principle of responsible government in Canada during the period 1774—1841.

10 **5.** Write a summary of the history of the Hebrew race from the departure of Abraham from Ur to the destruction of Jerusalem by Titus.

3 **6.** (*a*) Account for the maritime enterprise of the Phoenicians.

Values

7 (*b*) "Egypt and Assyria were the birthplace of material civilization; the Phoenicians were its missionaries." Explain fully the above statement.

12 **7.** Tell the story of the Persian war. Point out the immediate effects of this struggle on the Greeks and show its importance in world history.

8 **8.** Sketch the careers of any *two* of the following: Philip of Macedon, Hannibal, Pompey, Charlemagne.

8 **9.** Explain why the battles of Chalons and Tours are counted among the decisive battles of history.

10 **10.** "The outstanding figures of the Middle Ages are the soldier and the priest."

Account for the prominence of these figures during this period and point out the place of each in the social order of the time.

GRADE XI.

ARITHMETIC AND MENSURATION.

Time—Three hours. EXAMINER: J. A. SMITH, B.A.

Values

13 **1.** A man insured a building for three-fifths of its value, paying an annual premium of $1\frac{1}{4}\%$. Four years later the building was totally destroyed by fire, the net loss to the owner being $4,300. Find the value of the building and the net loss to the insurance company.

5 **2.** (*a*) What is meant by the "par" of exchange? The "course" of exchange?

12 (*b*) When the course of exchange between London and New York is quoted at 2 per cent. premium, what will be obtained in New York money for a bill of £240 12s. 8d.?

16 **3.** A man secures a net income of $2,509 from a fixed salary and the rent of a house. On the house, which rents for $40 a month, there is a mortgage of $1,500 at 8% per annum; $3,000 insurance at $1\frac{1}{2}\%$ premium; taxes at the rate of 22 mills on the dollar, on an assessment of $4,000, and on his salary a tax of 10 mills on the dollar with $500 exempt. What is his salary?

13 **4.** A merchant bought 350 yards of cloth at $2 per yard. In selling the first half he uses a 35-inch yard measure and in addition had the goods marked at an advance of 25% on the cost. At what advance per cent. on the cost should he mark the remainder so as to gain only 25% on the whole outlay?

13 **5.** An agent received a consignment of lumber which he sold, charging a commission of 3%. With the net proceeds after deducting a commission of 2% for purchasing, he bought 9,700 bushels of wheat at 80 cents a bushel. Find the value of the lumber sold.

Values

16 **6.** A man invests \$40,000 in a certain stock that sells at a discount of $20\frac{1}{4}\%$ and pays a dividend of $5\frac{1}{2}\%$; and \$60,000 in another stock which sells at a premium of $19\frac{3}{4}\%$ and pays dividends at the rate of $7\frac{1}{2}\%$. What is his total income if the brokerage in each case is $\frac{1}{4}\%$?

16 **7.** The interior of a building is in the form of a cylinder, 14 feet in radius and 12 feet in altitude, surmounted by a cone whose vertical angle is a right angle. Find the cubical contents of the building and the cost of painting the internal surface at $3\frac{1}{2}$ cents per square yard.

9 **8.** (*a*) Find the circumference of a circle whose area is equal to that of a square, the diagonal of which is 42 feet.

12 (*b*) How many gallons of water will a circular vat contain that measures 12 feet across the bottom, 15 feet across the top, and 6 feet deep?

GRADE XI.

ALGEBRA.

Time—Three hours. EXAMINER: J. A. SMITH, B.A.

Values

7 **1.** (*a*) Solve the quadratic $ax^2+bx+c=0$, and find in terms of the coefficient, (1) the sum of the roots, (2) the
5 product of the roots.

(*b*) What are the conditions that the roots of (*a*) are—
3 (1) Real and unequal;
3 (2) Real and equal;
3 (3) Imaginary.

6 **2.** (*a*) If A and B are the roots of the equation $x^2+px+q=0$, form the equation whose roots are A+2B and B+2A.
4 (*b*) Find the condition that $x^2+ax+b^2=o$ and $x^2-bx+a^2=o$ may have a common root.

3. Solve the equations:

6 (*a*) $2x^2-\sqrt{(x-3)\ (2x-7)}=13x+9.$
6 (*b*) $x(y+z)=7.\quad y(x+z)=4.\quad z(x+y)=5.$
6 (*c*) $4x^2-6xy+y^2=11.$
$3y^2-2xy=14.$
5 (*d*) $3x^{\frac{3}{2}}-4x^{\frac{3}{4}}=7.$

4 **4.** (*a*) Prove that $a^m\times a^n=a^{m+n}$, when m and n are positive integers. State the Law.

6 (*b*) Find a meaning for a^n, a^{-n}, and a^0, consistent with the Law of Indices.

5 (*c*) Simplify $\dfrac{5^{-n}\times 25^{2n-2}}{5^{3n-2}\times 10^{-1}}$

Values

4 **5.** (*a*) What is a "surd"? When are surds said to be (1) similar; (2) of the same order; (3) Quadratic?

5 (*b*) Simplify $\dfrac{\sqrt{3}-1}{\sqrt{5}-2} \times \dfrac{\sqrt{10}-2\sqrt{2}}{3-\sqrt{3}}$, and find its value to 3 places.

6. Simplify:

5 (1) $\left\{\sqrt[3]{4}\times\dfrac{1}{\sqrt[6]{8}}\times\sqrt[12]{2-1}\right\}^4$

6 (2) $\left(\dfrac{x^2}{y^2}-1\right)\left(\dfrac{x}{x-y}-1\right)+\left(\dfrac{x^3}{y^3}-1\right)\left(\dfrac{x^2+xy}{x^2+xy+y^2}-1\right)$

7. Factor the following expressions:

4 (1) x^4+4x^2+16.

4 (2) $(x^2+2x-8)\ (x^2+2x-2)-27$.

4 (3) $a^3-b^3+8+6ab$.

4 (4) $abx^3+(a^2-b)x^2-1$.

10 **8.** If the longer side of a rectangle be increased by 3 yards, and the shorter by 2 yards, one side becomes double the other, and the area is also doubled. Find the length of the sides.

10 **9.** Three travellers, A, B, C, make the same journey. A's rate of travelling is 3 miles an hour greater than B's, and B's rate is 2 miles an hour greater than C's. A accomplishes the journey in 3 hours less time than B, and B in 4 hours less time than C. Find the rate of each, and the length of the journey.

GRADE XI.

GEOMETRY.

Time—Three hours. EXAMINER: J. A. FIFE, B.A., M.SC.

NOTE.—Particular enunciations must be clearly stated and authorities given.

Values

3 **1.** (*a*) Of what different parts does a proposition in geometry consist? Illustrate by reference to Proposition I, Book I.

2 (*b*) Define a theorem and show how it differs from a problem.

8 **2.** (*a*) The adjacent angles which one straight line makes with another straight line, on one side of it, are together equal to two right angles. I–13.

3 (*b*) State any corollary to the theorem in (*a*).

8 **3.** A straight line AOB is drawn on paper which then is folded above the point O so as to make OA fall along OB; show that the crease left in the paper is perpendicular to AB.

Values

4. If a straight line cuts two parallel straight lines it makes:

3 (i) The alternate angles equal;

3 (ii) The exterior angle equal to the interior and opposite angle on the same side of the cutting line.

3 (iii) The two interior angles on the same side together equal to two right angles. I–29.

8 **5.** Show that the three straight lines which join the middle points of the sides of a triangle divide it into four triangles which are identically equal.

8 **6.** To describe a parallelogram that shall be equal to a given triangle and have one of its angles equal to a given rectilineal angle. I–42.

6 **7.** Describe a square equal to the difference between two given squares.

9 **8.** (*a*) If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole line and that part, together with the square on the other part. 11–7.

3 (*b*) Express algebraically the theorem in (*a*).

9 **9.** If a straight line AB be bisected at the point C, and also divided into two unequal segments either internally or externally at the point D, prove by using 11–7, that $AD^2+DB^2=2AC^2+2CD^2$.

10 **10.** If two circles touch one another, their two centres and the point of contact are in a straight line. III–11 and 12.

8 **11.** Describe a circle having a given radius AB, which shall touch each of two given circles whose centres are given points C and D.

8 **12.** (*a*) The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles. III-22.

8 (*b*) State and prove the converse of III–22.

6 **13.** ABC is an isosceles triangle and DE is drawn parallel to the base BC, cutting the sides AB and AC in the points D and E; show that the four points B, C, E and D lie on the circumference of a circle.

9 **14.** If from any point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it; the rectangle contained by the whole line which cuts the circle and the part of it without the circle shall be equal to the square on the line which touches it. III–36.

GRADE XI.

ANIMAL LIFE.

Time—Two hours. EXAMINER: E. L. HILL, B.A., M.SC.

Values

1. "Where life is easy there is no necessity for complex structure or complicated habits of living."

10 (*a*) Explain and exemplify this statement.

4 (*b*) Illustrate the converse.

Values

8 **2.** (*a*) What characteristics are usually regarded as distinguishing plants from animals?

4 (*b*) Show in what respect each characteristic is unreliable in this connection.

10 **3.** (*a*) Describe the communal life of ants.

6 (*b*) State three instances of gregariousness among the higher animals, and point out the advantage of the habit in each instance.

10 **4.** Write explanatory notes on: commensalism, parasitism, mimicry, metamorphosis, faunal area.

9 **5.** (*a*) Explain the threefold character of the struggle for existence among animals.

4 (*b*) Illustrate the effects of this struggle upon migration.

6 **6.** (*a*) State the laws governing the geographical distribution of animals.

6 (*b*) Describe two instances illustrative of each law.

3 **7.** (*a*) What is instinct?

10 (*b*) Write a note on each of the "egoistic instincts."

8. Give an account of the home-making habits and care of young shown by:

5 (*a*) Altricial birds.

5 (*b*) Mammals.

GRADE XI.

PHYSICAL SCIENCE.

Time—Two and one-half hours. EXAMINER: J. F. BOYCE, B.A.

Values

7 **1.** (*a*) Given the necessary apparatus, describe experiments noting observations and conclusions, illustrating the phenomena of capillarity. State the laws.

5 (*b*) Write a concise note on surface viscosity and indicate briefly the relation between it and cohesion, adhesion and capillarity.

2 (*c*) Show the importance of a knowledge of capillary action in conserving the moisture of the soil for crop purposes in dry countries.

6 **2.** Selecting the apparatus necessary for your purpose and making use of diagrams show the conditions under which a siphon will, and will not operate. Explain clearly.

5 **3.** (*a*) Describe an experiment to demonstrate the existence of nodes and loops in a vibrating string.

2 (*b*) Apply the conclusions of experiment (*a*) to explain the phenomena of overtones.

6 (*c*) Write concise notes on the origin of sound, the principle of the sounding board in a piano and the function of the pipes of an organ.

8 **4.** (*a*) Trace and explain the transmission of heat from the fire box in a hot water system of heating to a body in a room some distance from a radiator.

Values

6 (*b*) Write an explanatory note on latent heat and point out the importance of the latent heat of fusion and vaporization of water in the economy of nature.

2 **5.** (*a*) Give evidence that light passing through a medium of uniform density travels in a straight line.

3 (*b*) Define refraction and show to what extent it conforms to the conclusion arrived at in (*a*).

5 (*c*) By means of a diagram and explanation indicating the relative positions of the eye, lens, focal length, object and image show that a convex lens may be used as a simple microscope for magnifying objects.

5 (*d*) Describe how a spectrum may be obtained. Give the the theory accounting for it.

6 **6.** (*a*) In connection with magnetic influence explain neutralization of poles, induction precedes attraction, retentivity, inclination of the needle.

4 (*b*) Explain how the declination would change (i) if a magnetic needle were carried in a circle round the geographical north pole of the earth; (ii) if the needle were similarly carried round the magnetic pole of the earth.

4 **7.** (*a*) Describe how to make an electro-magnet. How may it be made very powerful? Mention several uses to which it may be put.

8 (*b*) Using a diagram describe the parts and explain the operation of the telephone.

8. Write concise explanatory notes on:

4 (*a*) Methods of preventing polarization;

4 (*b*) Upon what the color of a body depends;

4 (*c*) Absolute temperature;

4 (*d*) The importance in the economy of nature that water expands in freezing.

GRADE XI.

CHEMISTRY.

Time—Two and one-half hours. EXAMINER: E. L. HILL, B.A., M.SC.

Values

8 **1.** (*a*) Describe two experiments to illustrate explosive re-actions occurring "without the accompaniment of light and sound."

8 (*b*) Describe two cases of reversible re-actions.

4 **2.** (*a*) How would you most simply determine the weight of the gas given off when a fixed weight of potassium chlorate is heated.

4 (*b*) State the natural law upon which your method is based.

4 (*c*) Illustrate the meaning of "temperature of ignition."

2 **3.** (*a*) What is meant by saying that 32 grams is the formula weight of oxygen?

Values

8 (*b*) If x grams of oxygen occupy 25 litres at 47 degrees Centigrade and 720 mm. pressure, what will be the volume at −23 degrees and 600 mm. pressure?

8 **4.** (*a*) Explain the terms, saturated, unsaturated, supersaturated, and dilute, as applied to solutions. Give examples.

4 (*b*) What is the cause of the "hardness" of water?

6 (*c*) What is the approximate composition of ordinary commercial "hydrogen peroxide"? What change takes place in it if allowed to stand in an open bottle?

5. Record observations and inferences in the following cases:

4 (*a*) A lighted candle is lowered into a tall jar containing carbon monoxide.

4 (*b*) Dry hydrogen is passed over heated black copper oxide contained in a glass tube.

4 (*c*) Some washing soda crystals are left exposed to the air for a few days.

4 (*d*) Boiling sulphur is poured into cold water.

4 (*e*) Slaked lime and ammonium chloride are mixed and warmed.

6. Give one good experimental proof for each of the following:

4 (*a*) The presence of carbon dioxide in air.

4 (*b*) The presence of water vapor in apparently dry air.

4 (*c*) The presence of sulphur in hydrogen sulphide.

8 **7.** (*a*) Give an account of the properties and uses of sulphuric acid.

4 (*b*) Illustrate what is meant by "heat of re-action."

6 **8.** (*a*) Describe three practical applications of the use of catalysers.

7 (*b*) What is the simplest formula for an oxide of nitrogen containing 26 per cent. of nitrogen? (N = 14, O = 16).

12 **9.** Write descriptive notes on: ozone, graphite, liquid air, chlorine water.

GRADE XI.

LATIN AUTHORS.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

12 **1.** (*a*) Translate: Quibus rebus cognitis principes Britanniae, qui post proelium *factum ad ea,* quae iusserat Caesar, *facienda* convenerant, inter se collocuti, cum equites et naves et frumentum *Romanis* deesse intellegerent et paucitatem militum ex castrorum *exiguitate* cognoscerent, quae hoc erant etiam *angustiora,* quod sine impedimentis Caesar legiones transportaverat, *optimum* factu esse duxerunt rebellione facta *frumento* commeatuque nostros prohibere et rem in hiemem producere, quod iis superatis aut *reditu* interclusis neminem postea *belli inferendi causa* in Britanniam transiturum confidebant. Itaque rursus coniuratione facta *paulatim* ex castris discedere ac suos clam ex agris deducere coeperunt.

4 (*b*) Account for the case of: *Romanis, exiguitate, frumento, reditu.*

Values

4 (c) *Ad ea facienda.* Name the construction and express the sense in three other ways.

3 (d) *Belli inferendi causa.* Name this construction and point out the government and agreement of the words in this phrase.

4 (e) *Parse factum, angustiora, optimum, paulatim.*

5 **2.** Write a brief historical note on Caesar's campaigns in Britain *or* write a brief summary of what Caesar says about the geography, climate and products of Britain.

16 **3.** (a) Translate: Caesar exposito exercitu et loco castris idoneo capto, ubi ex captivis cognovit, quo in loco hostium copiae *consedissent*, cohortibus decem ad mare relictis et equitibus trecentis, qui praesidio navibus essent, de tertia vigilia ad hostess contendit eo minus veritus navibus, quod in litore molli atque aperto *deligatas* ad ancoram relinquebat, et praesidio navibusque Quintum Atrium praefecit. Ipse *noctu* progressus millia passuum circiter duodecim hostium copias conspicatus est. Illi equitatu atque essedis ad flumen *progressi* ex loco superiore nostros prohibere et proelium committere coeperunt. Repulsi ab equitatu se in silvas abdiderunt locum nacti egregie et natura et opere munitum, quem domestici belli, ut videbantur, causa iam ante *praeparaverant:* nam crebis arboribus succisis omnes *introitus* erant praeclusi. Ipsi ex silbis rari *propugnabant* nostrosque intra munitiones ingredi prohibebant.

4 (b) Classify and give the grammatical relation of *deligatas, noctu, progressi, introitus.*

4 (c) Account for the mood and tense of *consedissent* and show the force of the tenses in *praeparaverant* and *propugnabant.*

4 (d) Give Caesar's expressions for: on the same night, to set sail, at day break, when Caesar saw this.

4. Translate:

9 (a) est in conspectu Tenedos, notissima fama
insula, dives opum, Priami dum regna manebant,
nunc tantum sinus et statio male fida carinis:
huc se provecti deserto in litore condunt.
nos abiisse rati et vento petiisse Mycenas.
ergo omnis longo solvit se Teucria luctu:
panduntur portae; iuvat ire et Dorica castra
desertosque videre locos litusque relictum.
hic Dolopum manus, hic saevus tendebat Achilles;
classibus hic locus, hic acie certare solebant.
pars stupet innuptae donum extiale Minervae,
et molem mirantur equi.

9 (b) atque hic successu exsultans animisque Coroebus,
"o socii, qua prima," inquit, "fortuna salutis
monstrat iter, quaque ostendit se dextra, *sequamur:*
mutemus clipeos, Danaumque insignia nobis
aptemus. dolus an virtus, quis in hoste *requirat*
arma dabunt ipsi." sic *fatus* deinde comantem
Androgei galeam clipeique insigne decorum
induitur, laterique Argivum accommodat ensem.
hoc Rhipeus, hoc ipse Dymas, omnisque iuventus
laeta facit; spoliis se quisque recentibus armat.

Values

2 (1) Name and account for the mood in *sequamur* and *requirat.*

2 (2) Parse *fatus* and *laeta.*

3 **5.** (*a*) Under what circumstances is Aeneas supposed to tell the story of the fall of Troy?

3 (*b*) Point out the part played by Sinon in the taking of the city.

12 **6.** Translate the following lines and state clearly the connection in which they are found:

(*a*) 'jamdudem sumite poenas:
hoc Ithacus velit, et magno mercentur Atridae.'

(*b*) dividimus muros et moenia pandimus urbis.

(*c*) 'moriamur, et in media arma ruamus.
una salus victis nullam sperare salutem.'

(*d*) tum pavidae tectis matres ingentibus errant,
amplexaeque tenent postes, atque oscula figunt.

GRADE XI.

LATIN GRAMMAR AND PROSE COMPOSITION.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

6 **1.** Decline together: *vir prudens, dies clarior, duo consules.*

11 **2.** Give in agreement the nominative and genitive, singular, of each of the following: *arrectis auribus, altis, sedibus, manibus cruentis, litore molli, toto hoc genere.*

14 **3.** Explain and illustrate each of the following constructions: genitive of quality, genitive of price, partitive genitive, ablative of instrument, ablative of separation, locative case, two accusatives.

10 **4.** Write out and name (1) all the infinitives, (2) all the participles of: *jubeo, fero, do, munio.*

5 **5.** (*a*) Give the principal parts of the Latin verbs corresponding in meaning to: see, think, fear, feel, compel, surrender, attempt, depart, go, wound.

5 (*b*) Write the Latin forms for, he can, you (pl.) will begin, we wished, they prefer, thou art chosen.

6 **6.** Write out in full:

(*a*) The future indicative active of *facio*, the present subjunctive of *possum*, and the future indicative passive of *capio.*

4 (*b*) The present imperative active and passive of *fero*, and the gerund forms of *duco.*

7. Translate into Latin:

3 (*a*) They promised to give hostages to Caesar.

3 (*b*) We must all obey the general.

4 (*c*) On the same day he learned from scouts that the ships could not reach the river.

4 (*d*) He said that they were coming for the purpose of making a bridge.

Values

4 (*e*) The soldiers fought so bravely that they easily defeated the forces of the enemy.

4 (*f*) If Ariovistus had been defeated by the Romans, the Germans would not now be carrying on war with the Gauls.

17 **8.** Translate into English:

Ubi de ejus adventu Helvetii certiores facti sunt, legatos ad eum mittunt; sed Caesar negat se posse iter ulli per provinciam dare. Relinquebatur una per Sequanos via. Mox Caesari renuntiatur Helvetois per agrum Sequanorum iter in Santonum fines facere, qui non longe a provincia nostra absunt. Intellegebat periculosum provinciae fore, si homines bellicosi, populi Romani inimici, provianciae finitimi essent. Ob eas causas in Italiam codtendit; duas ibi legiones conscribit, et tres ex hibernis educit; cum his quinque legionibus in Galliam per Alpes ire contendit. Helvetii jam per fines Sequanorum suas copias traduxerant, et in Aeduorum fines perverant, eorumque, agros populabantur. Itaque ne omnes fortunae sociorum consumerentur, Caesar e castris profectus ad Helvetios pervenit. Tres jam partes Helvetiorum flumen Ararim transierant; reliquos aggressus, magnam partem eorum concidit, reliqui sese in proximas silvas abdiderunt.

iter = right of way.
ulli = to any one.
relinquebatur = there was left.
fore = futurum esse.
Santones = a Gallic tribe.
populor = lay waste.

GRADE XI.

GERMAN AUTHORS.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

NOTE.—Candidate may take either A or B, but not both.

Values

A.

12 **1.** (*a*) Translate into English:

Wer reitet so spat durch Nacht und Wind?
Es ist der Vater mit seinem Kind;
Er hat den Knaben wohl in dem Arm,
Er faszt ihn sicher, er hält ihn warm.

"Mein Sohn, was dirgst du so bang dein Gesicht?"—
"Siehst, Vater, du den Erlkönig nicht?
"Den Erlenkönig mit Kron' und Schweif?"
"Mein Sohn, es ist ein Nebelstreif."

"Du liebes Kind, komm, geh mit mir!
Ear schöne Spiele spiel ich mit dir,
Manch' bunte Blumen sind an dem Strand,
Meine Mutter hat manch gülden Gewand."

Values

2 (*b*) Relate briefly the substance of the poem from which the foregoing stanzas are quoted.

1 (*c*) Who is the author of the above?

3 (*d*) Write the plurals of: *Gesicht, Kind, Gewand.*

5 (*e*) Quote a continuous passage of at laest ten lines from one of the poems prescribed for study.

13 2. (*a*) Translate into English:

Siehst du auf der Säule den geflügelten Lowen? Das Gold glänzt noch, die Flügel aber sind gebunden, der Löwe ist tot, denn der König des Meeres ist tot, die groszen Hallen stehen verödet, und wo früher die herrlichsten Gemälde prangten, scheint jetzt die nackte Mauer durch. Der Lazzarone schläft unter dem Bogengange, dessen Fuasboden früher nur der vornehmste Adel betreten durfte. Aus dem tiefen Brunnen oder auch vielleicht aus den Gefängnissen bei der Seufzerbrücke tönt Tammer, wie zu der Zeit, als das Tambourin aus den bunten Gondeln erscholl, als der Brautring von dem glänzenden Bucentoro zur Adria hinunterflog, zur Adria, der Konigin der Meere. Adria! Hülle dich in Nebel! Lasz den Witwenschleier deinen Busen verhüllen, hänge ihn über das Mausoleum deines Bräutigams.

10 (*b*) Write out the principal parts, indicating the auxiliary of tense of the following verbs in the foregoing: Siest, gebunden, ist, stehen, scheint, schlaft, erscholl hinunterflog, lasz, hange.

(*c*) Translate into German:

2 (i) Deep wells are driest in summer.

2 (ii) The lion's pillar is still standing.

4 (*d*) Write brief explanatory notes on: den geflugelten Löwen; Seufzerbrücke; Bucentoro; deines Bräutigams.

13 3. (*a*) Translate into English:

An der Esse in der Waldschmiede sasz trübsinnig der junge Meister und blickte starr in die Glut der Kohlen. Da knarrte die Tür, und herein trat Heini, der Fischer. Mit feindseligen Blicken empfing der Schmied den späten Gast und fragte barsch nach seinem Begehren.

"Ich habe eine Bitte an dich," sagte der Fischer, "liebe mir auf einen Angenblick deinen schwersten Hammer."

Der andre blickte misztrauisch auf seinen Nebenbuhler. Was will der Jrrsinnige mit dem Hammer? Will er sich durch einen Streich in den Besitz des geliebten Weibes setzen? Aber er ist Manns genug, einenl Mordanfall zu begegnen, darum reichte er dem Fischer den Hammer und faszte eine Eisenstange, um nötigenfalls den Angriff abzuwehren.

"Was will der Jrrsinnige," etc.

2 (*b*) What German word might be supplied as understood to complete the sense of "will"?

3 (*c*) "Aber er ist Manns genug," etc. Comment on the case of "Manns."

3 (*d*) What is Heine's purpose in seeking "den Hammer"?

2 (*e*) Relate briefly Heine's fate.

Values

23 **4.** Translate into English:

Eine Truppe Kavallerie wurde während des Bürgerkrieges ausgeschickt, um zu fouragieren. Sie machten Halt bei. einem Hause in der Mitte eines einsamen Tales. Der Hauptmann stieg ab und klopfte an die Tur. Ein alter Mann erschien. "Wir fouragieren, Vater, und ich hoffe, Sie konnen uns ein schones Haferfeld zeigen," sagte der Hauptmann. Darauf antwortete der Alte: "Eine Viertelstunde von hier am Ende des Tales liegen die Haferfelder. Ich will Sie dahin führen." Als sie am ersten Felde ankamen, wollte der Hauptmann absitzen lassen. Der Führer jeboch sagte, er solle Geduld haben, da sei noch eins. Am zweiten Felde wurde abgesessen, das Getreide gemächt und in Bündel gebunden. Da der hauptmann nicht ganz mit dem hafer zufrieden war, sagte er zu dem Führer. "Warum haben Sie sich diese unnutze Muhe gemacht, das erste Feld war doch besser als dieses?" "Ja, das ist wohl war, es gehört aber meinem Nachbar, jedoch dieses hier ist das meinige."

Haferfeld = oatfield.

100

B.

Values

20 **1.** (*a*) Translate into English:

Alles dies ungefähr dachte der Mann schneller als es sich sägen laszt. Mit festem Blicke und das Gewehr im Arme blieb Ehristoph auf dem Boden seiner Laubhütte und rührte sein Glied.

Die beide wandelnde Geschöpfe—zwei waren es wirklich —waren indessen so nahe gekommen, dasz man ihren Gang deutlich unterscheiden konnte. Sie waren grosz wie die Wolfe, auch so stark wie die Wölfe, hatten aber nicht ihren Gang. Als der Mann diese Entdeckung gemacht hatte, lief es ihm heisz über den Körper und aus den Augen hupften ihm Funken, aber er drückte seinen Ellbogen in den Schnee, wartete in atemloser Spannung noch ein leises Zittern lang, brachte dann die Büchse an die Schulter, zielte und schosz los. Eins der Tiere hob sich in die Höhe, taumelte, stiesz ein kurzes Gebrüll aus und strüzte zu Boden.

Der friszt mich nocht! rief Christoph und lachte hell auf, aber nur einen Augenblick, dann stockte sein Atem vor dem Wutgeheul, welches das andere Tier ausstiesz und das wie ein kurzer Donner daher schooll. Fast zu gleicher Zeit aber setzte es sich auch in Trab und bewegte seine je näher immer riesiger werdenden Glieder mit der Schnelligkeit eines Pferdes auf den Schützen zu Dieser verlor keine Zeit, sprang auf dem Boden und erwartete seinen Feind mit erhobenem Kolben.

5 (*b*) Write out the principal parts, indicating the auxiliary of tense, of the following verbs in the foregoing:

Dachte, läszt, blieb, waren, gekommen, lief, brachte, ausstiesz, verlor, sprang auf.

2 (*c*) *Friszt:* Distinguish in meaning the two verbs—"fressen" and "*essen.*" Exemplify each properly used in a sentence.

Values

(*d*) Translate into German:

2 (i) This is one of mine animals.

2 (ii) Thought is quicker than speech.

2 (iii) A cold shiver had run over my body.

3 (*e*) What are the "Die beide mandelnden Geschöpfe?

3 (*f*) Why did Christoph leave the house and what was the result of his fight with the "Heschöpfe"?

20 **2.** Translate into English:

"Und nun sehen Sie sich vor dem Wegreiten die Karte noch einmal genau an, denn drauszen ist es stockfinster, und die höchste Eile ist geboten!"

Dann schüttelte der Oberst dem Hauptmann freundschaftlich die Hand und sagte: "Reiten Sie mit Gott!" Er ging in sein Zimmer zuruck.

Der Adjutant holte aus seiner Brust und Kartentasche verschiedene Papiere hervor, wickelte sie in einen Umschlag, trat zu einem der Ruhenden und sprach: "Fritz!"

"Ich habe alles gehört und gesehen. Eib her, ich verwahre es dir," antwortete der Angerufene. "Leb' wohl, alter Freund—Weiszt du um deinen Auftrag beneide ich dich —nicht!"

"Ich mich eigentlich auch nicht." Er war aus Licht getreten und besah die Karte aufmerksam; dann öffnete er einen Fensterflügel und spähte in die Nacht hinaus.

"Wahrhaftig! Mein Pferd wird schon vorgeführt. Auf Wiedersehen!" Er eilte fort. Bald ertönte Hufschlag; dann wurde es wieder still.

(*b*) Translate into German:

2 (i) He would not shake hands.

2 (ii) The man addressed was one of those lying down.

3 (*c*) Write out in three degrees of comparison the following adjectives occurring in the extract: stockfinster, höchst, alter.

5 (*d*) Write out the past participles of the following verbs found in the foregoing: schüttelte, ging, weiszt, beneide, besah.

6 (*e*) Relate concisely the remainder of the story from which the preceding passage is quoted.

23 **3.** Translate into English:

Eine Truppe Kavallerie wurde während des Bürgerkrieges ausgeschickt, um zu fouragieren. Sie machten Halt bei einem Hause in der Mitte eines einsamen Tales. Der Hauptmann stieg ab und klopfte an die Tür. Ein alter Mann erschien. "Wir fouragieren, Vater, und ich hoffe, Sie können uns ein schönes Hafrefeld zeigen," sagte der Hauptmann. Darauf adtwortete der Alte: "Eine Viertelstunde von hier am Ende des Tales liegen die Haferfelder. Ich will Sie dahin führen." Als sie am ersten Felde ankamen, wollte der Hauptmann absitzen lassen. Der Führer jedoch sagte, er solle Geduld haben, da sei noch eins. Am zweiten Felde wurde abgesessen, das Getreide gemächt und in Bündel gebunden. Da der Hauptmann nicht ganz mit dem Hafer zufrieden war, sagte er zu dem Führer: "Warum haben Sie sich diese unnütze Mühe

Values

gemacht, das erste Feld war doch besser als dieses?" "Ja, das ist wohl war, es gehört aber meinem Nachbar jedoch dieses hier ist das meinige."

Haferfeld = oatfield.

100

GRADE XI.

GERMAN GRAMMAR AND COMPOSITION.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

Values

1. Translate into German:

2 (*a*) It was not I who replied.
2 (*b*) To whom did you apply?
2 (*c*) What is she looking at?
2 (*d*) They are friends of ours.
2 (*e*) What's mine is thine.

2. Translate into German:

2 (*a*) Put the ink on the table, please.
2 (*b*) Excuse me, the ink is now on the table.
2 (*c*) On which wall shall we hang the picture?
2 (*d*) Hang it over the mantelpiece.
2 (*e*) On account of the rain we shall not go out.

3. Translate into German:

2 (*a*) Which do you prefer—tea or coffee?
2 (*b*) Have you translated much German into English?
2 (*c*) My friend has invented many things.
2 (*d*) What has happened?
2 (*e*) The German army had bombarded Paris.

4. Decline together in both singular and plural:

4 (*a*) Mein a tes Haus.
4 (*b*) Jener junge Mann.
4 (*c*) Welche schöne Hand.
4 (*d*) Treuer Freund.
4 (*e*) Unser Kranker.

5. Translate into German:

3 (*a*) Glass is transparent and steel is hard.
3 (*b*) When spring comes we are glad to see the green leaves again.
3 (*c*) On the thirteenth of September, seventeen hundred and fifty-nine, was fought, near Quebec, the battle of the Plains of Abraham.
3 (*d*) The Emperor William is a cousin of King George the Fifth.
3 (*e*) Please send my coat to the tailor's and have him put new buttons on it.
3 (*f*) When the French arrived in Canada almost four hundred years ago the inhabitants were Indians.
3 (*g*) What time is it, if you please? It is now twenty-five minutes past ten.
3 (*h*) This purse was found on Wilhelmstrasse as we came home from church.

Values

3 (*i*) Nobody knows where he is, nor when he will return.

3 (*j*) Karl is more agreeable than his brother and, I am sure, will do his utmost to serve us.

20 Translate into German:

A gentleman who had no umbrella was walking in the rain. He saw before him a man whom he took for an acquaintance. He touched his arm and said, jokingly: "I'll take that umbrella, if you please." The person looked around. He was a stranger. But before the other could apologize the stranger said: "Oh, is it yours? I did not know that! Here, you can have it," and with this he walked hurriedly away, leaving the umbrella in the other's hand.

100

GRADE XI.

FRENCH AUTHORS.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

NOTE.—Candidate may take either A or B, but not both.

Values

A.

1. (*a*) Translate into English:

20

Je suis d'un pas reveur le sentier solitiare,
J'aime à revoir encor, pour la dernière fois,
Ce soleil pâlissant, dont la faible lumière
Perce à peine à mes pieds l'obscurité des bois.

Ainsi prêt à quitter l'horizon de la vie
Pleurant de mes longs jours l'espoir évanoui,
Je me retourne encore, et d'un regard d'envie,
Je contemple ces biens dont je n'ai pas joui.

Terre, soliel, vallons, belle et douce nature,
Je vous dois une larme au bord de mon tombeau.
L'air est si parfumé! la lumière est si pure!
Aux regards d'un mourant le soliel est si beau.

2 (*b*) Comment on the form of the word "encor" in the second line of the first stanza.

2 (*c*) Who is the author of the Stanza cited?

5 (*d*) Note any ten consecutive lines from one of the French poems authorized for study.

2. Translate into English:

20 (*a*) Blandinet, (seul). Un enfant!... Je suis faché de le *voir* aussi romanesque... ("Ouvrant un tiroir et en tirant une liasse de billets,") Les voila! ces cinquante mille francs...en bons billets de banque... Tiens! ils sont tout neufs!... (Comptant). Un deux, trois... C'est ennuyeux de prêter des billets neufs...on vous en rend des vieux... déchirés... quatre, cinq... quand on vous les rend!...six, sept, huit...Aubertin

Values

ne me les rendra jamais...c'est un homme coulé. . neuf, dix... Son navire n'est pas assuré...onze. Les Américains l'ont *pris*, son navire!...C'est un peuple actif, vigilant, audacieux... Et bein, où en étaisje? Allons, bon! il *faut* que je recommence...Un, deux .. J'ai chaud!...c'est drôle comme ca échauffe de prêter de l'argent... trois, quatre, cinq... Et d'abord a-t-il un navire? Il me l'a dit...mais je ne l'ai pas vu!... six, sept... Si encore cette somme devrait le sauver...mais elle ne le sauvera pas...huit...elle *servira* à payer des créanciers... neuf... qui se moqueront de lui... dix... et de moi... onze ("Frappé d'une idée"). *Tiens!* si je consultais Francois?... A quoi bon?... Après tout, je ne suis pas chargé de rembourser les bateaux de ce monsieur, moi!...J'ai une femme... des enfants... c'est-à-*dire*... et j'irais *compromettre* leur patrimoine?... Non! ce serait trop bête! ("Il remet vivement les billets dans sa poche"). Je vais lui *écrire*... Après tout, je défends mon bien! ... je ferme les serrures!... ("Il se met à la table et écrit"): "Mon cher ami, une catastrophe imprévue m'empêche de te prêter les cinquante mille francs que je t'ai promis... C'est pour moi un chagrin dont je ne me consolerai jamais... A toi de tout coeur"... Ca se met toujours quand on refuse! ("Il sonne").

8 (*b*) Write out in full the past definite and present subjunctive of the italicized verbs in (*a*).

(*c*) "Ils sont tout neufs."

2 (i) Comment on the form of the word "tout."

2 (ii) Distinguish between "neuf" and "nouveau."

2 (*d*) "Les Americains l'ont pris": When are words expressing nationality capitalized?

2 (*e*) "Il faut que je recommence." Parse the word "recommence."

(*f*) Translate into French:

1 (i) Here we are!

1 (ii) Eighty-one thousand francs.

1 (iii) We are very cold.

1 (iv) He is making fun of me.

1 (v) It is not my duty to pay his creditors.

5 (*g*) Who is the person to whom Blandinet thought of lending money? State briefly the part which this individual plays in the development of the plot of "Les Petits Oiseaux."

25 **3.** Translate into English:

A dix heures, Napoléon faisait appeler M. de Las-Cases pour déjeuner avec lui Le déjeuner fini, et aprés une demi-heure de conversation, M. de Las-Cases relisait ce qui lui avait été dicté la veille: cette lecture achevée, Napoléon continuait de dicter jusqu'à quatre heures. A quatre heures il s'habillait et sortait, pour qu'on pût faire sa chambre, descendait dans le jardin, qu'il affectionnait beaucoup, et au bout duquel une espèce de berceau recouvert en toile, comme une tente, lui offrait un abri contre le soleil. Il s'asseyait ordinairement sous ce berceau, où l'on avait apporte une table et des chaises. Là, il dictait a celui de ses compagnons qui arrivait de la ville

Values

pour ce travail, jusqu'à l'heure du diner, qui était fixèe à sept heures. Le reste de la soirèe on lisait ou du Racine ou du Molière, car on n'avait pas de Corneille: Napoléon appelait cela aller à la comédie ou à la tragédie. Enfin il se couchait le plus tard qu'il pouvait, attendu que, lorsqu'il se couchait de bonne heure, il se réveillait au milieu de la nuit et ne pouvait plus se rendormir.

—Dumas: Vie de Napoléon.

B.

20 **1.** (*a*) Translate into English:

—Absolument. Elle ne tire pas mal le pistolet. C'est son père qui lui a *appris* ce noble amusement en la *faisant* tirer pendant un été entier dans une vieille casquette d'uniforme qui leur *servait* de cible. Dosia *pouvait* avoir une dixaine d'années. Son professeur est *mort,* mais la casquette est restée, avec le goût du pistolet. Je me rappelle avoir *vu,* un certain temps, Dosia arroser des pois de senteur,—qu'elle avait plantés dans une assiette à soupe,—au moyen de cette casquette-cible, tellement criblée de trous, qu'elle pouvait servir d'arrosoir.

Ici Platon ne put conserver son sérieux, et la princesse lui *tint* compagnie.

—Et le reste? fit-il quand il eut recouvré la parole.

—Le reste? Il y a à prendre et à laisser. J'ai dans l'idée qu'elle *sait* imparfaitement la géographie: elle m'a adressé sur Baden-Baden des questions qui m'ont fait soupconner qu'elle croyait cette ville située sur les bords du Niagara. Maintenant, je ne suis pas sûre qu'elle mette le Niagara en Amérique. Blondin lui a singulièrement brouillé les idées avec ses pérégrinations. Blondin était son héros à l'époque où la casquette lui servait d'arrosoir. Elle rêvait de se promener à cheval sur une corde tendue en travers du Ladoga... Elle m'a demandé si ce serait très difficile. Je lui ai répondu que le difficile ne serait pas de se promener, mais de décider le cheval.

8 (*b*) Write out in full the past definite and present subjunctive of the italicized verbs in (*a*).

5 (*c*) Translate into French:

(i) I saw my teacher coming.
(ii) I will keep you company.
(iii) We could not keep a straight face.
(iv) The princess was in the neighbourhood of thirty years old.
(v) He made me come.

2 (*d*) "Je ne suis pas sûre qu'elle mette...": Parse the word "mette."

2 (*e*) Write brief explanatory notes on Baden-Baden, Blondin, Ladoga.

2 (*f*) "Absolument": Form adverbs from the following adjectives: actif, poli, curieux, décidé, long.

5 (*g*) What relationship existed between the princess and Platon and with what object on this occasion had the latter come to see the former?

Values

20 **2.** Translate into English:

Le chemin de retour suivant le bord de la rivière. A quelque distance, sur l'autre rive, un village étageait ses maisons de bois, les unes noircies par le temps, les autres toutes neuves, rousses et dorées. Le soleil déjà bas, envoyait au visage des premeneurs des rayons presque horizontaux, et les ombres s'allongeaient démesurément sur le sol.

La rivière coulait assez vite, bleue et profonde. A quelque distance devant eux, deux ou trois perches annoncait un gué. Beaucoup de riviéres, très hautes au printemps, n'ont plus, en été, qu'um filet d'eau: les gués alors sont praticables à pieds, mais la saison n'était pas assez avancée pour qu'il en fût ainsi.

Un paysan, conduisant une télégue attelée d'un seul cheval descendit du village sur la rive opposée et entra dans l'eau, suivant la ligne tant soit peu probélmatique indiquée par les perches.

Les équipages s'arrêtèrent pour voir comment il opérait ce passage assez périlleux. Le goût des spectacles est si naturel à l'homme, que nul ne hait un peu d'émotion pour le compte d'autrui.

2 (*b*) "étageait," "s'allongeaient": Comment on any peculiarity in the spelling of these words.

2 (*c*) "les autres toutes neuves...":
(i) Parse the word "toutes."
(ii) Distinguish "neuves" and "nouvelles."

5 (*d*) Relate concisely the incident which follows immediately after this passage. What importance has it in the development of the plot?

25 **3.** Translate into English:

A dix heures, Napoléon faisait appeler M. de Las-Cases pour déjeuner avec lui. Le déjeuner fini, et après une demi-heure de conversation, M. de Las-Cases relisait ce qui lui avait été dicté la veille: cette lecture achevée, Napoléon continuait de dicter jusqu'à quatre heures. A quatre heures il s'habillait et sortait, pour qu'on pût faire sa chambre, descendait dans le jardin, qu'il affectionnait beaucoup, et au bout duquel une espèce de berceau recouvert en toile, comme une tente, lui offrait un abri contre le soliel. Il s'asseyait ordinairement sous ce berceau, où l'on avait apporté une table et des chaises. Là, il dictait à celui de ses compagnons qui arrivait de la ville pour ce travail, jusqu'à l'heure du dîner, qui était fixée à sept heures. Le reste de la soirée on lisait ou du Racine ou du Molière, car on n'avait pas de Corneille: Napoléon appelait cela aller à la comédie ou à la tragédie. Enfin il se couchait le plus tard qu'il pouvait, attendu que, lorsqu'il se couchait de bonne heure, il se réveillait au milieu de la nuit et ne pouvait plus se rendormir.

—Dumas: Vie de Napoléon.

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GRADE XI.

FRENCH GRAMMAR AND COMPOSITION.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

Values

1. Translate into French:
   - 2 (*a*) He will not give it to me.
   - 2 (*b*) I have never met him or her.
   - 2 (*c*) Lend it to me, please.
   - 2 (*d*) Do you not see me?
   - 2 (*e*) Let us go away.

2. Translate into French:
   - 2 (*a*) Do you wish me to come now?
   - 2 (*b*) Before you speak, always think.
   - 2 (*c*) Though it is getting late, we must remain.
   - 2 (*d*) That is the most beautiful picture I have ever seen
   - 2 (*e*) Do you consent to my going?

3. Translate into French:
   - 3 (*a*) We must do our duty.
   - 3 (*b*) When am I to be at the theatre?
   - 3 (*c*) My brother ought to have come home earlier.
   - 3 (*d*) He can both read and write.
   - 3 (*e*) What else could we have done?

4. Translate into French:
   - 3 (*a*) If you give me some money, I will buy some good butter.
   - 3 (*b*) If you remember what I told you, there will be no difficulty.
   - 3 (*c*) Please have the shoemaker mend my boots.
   - 3 (*d*) To whom will you pay your first visit on arriving in Paris?
   - 3 (*e*) My brother would like to know how much he owes you?
   - 3 (*f*) Though it is mild this morning I have felt cold all day.
   - 3 (*g*) On the first of April people say Spring has come.
   - 3 (*h*) The men are thirsty and hungry: they have been working since half past six this morning.
   - 3 (*i*) The lady of whom you are speaking is the one I used to know.
   - 3 (*j*) I am glad that you have been able to come to my house for we have long been friends.

5. Translate into French:

   Louis the Sixteenth was a very kindhearted man, he had the best intentions and dearly loved his wife, his children and his people. Unfortunately, however, he was neither clever nor firm, and had been incapable of checking the progress of the Revolution. He was now reaping the misfortunes the seed of which his ancestors had sown, especially his grandfather, who was in the habit of saying: "After us the deluge!" Louis the Fifteenth had known only too well that things could not continue thus indefinitely. Now the deluge had indeed come and his innocent descendants were suffering the sad consequences of his extravagance and of his bad rule.

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GRADE XII.

ENGLISH LITERATURE (SHAKESPEARE AND MILTON).

Time—Two and one-half hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

15 **1.** Discuss briefly the question of Hamlet's sanity or insanity, justifying your opinion by definite references or quotations from the play.

12 **2.** Characterize Polonius. How do you reconcile his farewell speech to Laertes and his description of Hamlet's condition?

12 **3.** Indicate the structure of the play, showing the rise and fall of the action. Where do you place the climax and why? What do you consider the most pathetic part of the tragedy?

10 **4.** Give in some detail the reasoning of Hamlet in his soliloquy: "To be or not to be——."

6 **5.** Outline the special hints to actors found in Hamlet's speech to the players.

3 How are they adopted by the actors in the playing scene?

3 What is the special use of this scene from the standpoint of plot?

6. Give the speaker and establish the connection in the play:

2 (*a*) "I am more an antique Roman than a Dane:
Here's yet some liquor left."

2 (*b*) "I find thee apt;
And duller shouldst thou be than the fat weed
That roots itself in ease on Lethe wharf,
Wouldst thou not stir in this."

2 (*c*) "Indeed this counsellor
Is now most still, most secret and most grave,
Who was in life a foolish prating knave."

4 (*d*) Write an interpretation of (*a*) and (*b*).

Give the poem and interpret:

3 (*e*) "Such strains as would have won the ear
Of Pluto to have quite set free
His half-regained Eurydice."

3 (*f*) "Or likest hovering dreams,
The fickle pensioners of Morpheus' train."

3 (*g*) "Next Camus, reverend sire, went footing slow,
His mantle hairy and his bonnet sedge,
Inwrought with figures dim, and on the edge
Like to the sanguine flower inscribed with woe."

9 **7.** Describe the sights and sounds in which the cheerful man rejoices.

8 **8.** Milton is said to represent in the Minor poems the imaginativeness, enthusiasm, and many-sidedness of Eliza-

Values

bethan literature. Criticize this statement having in mind the selections from Shakespeare and Milton for the year's study.

5 Indicate from the Minor Poems some traces of the Puritan spirit.

6 **9.** Explain the appeal made to the Lady by the "stately Palace set out with all manner of deliciousness; soft music, and tables spread with all dainties."

5 Note any instances you may remember of Milton's use of classical stories in this poem.

10. "Alas! what boots it with incessant care
To tend the homely slighted shepherd's trade,
And strictly meditate the thankless muse?
Were it not better done as others use,
To sport with Amaryllis in the shade,
Or with the tangles of Neaera's hair?"

2 (*a*) To what class of poetry does Milton refer in the second line?

5 (*b*) What criticism does he make of the poets of his time in lines 4–6? Was it justified?

5 (*c*) "To strictly meditate the thankless muse," *and* "To scorn delights and live laborious days."

What light do these lines throw on Milton's own work?

GRADE XII.

ENGLISH LITERATURE (PALGRAVE AND PROSE).

Time—Two and one-half hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

1. "Then, Sir, from six capital sources a fierce spirit of liberty has grown up. It has grown with the growth of the people in your colonies, and increased with the increase of their wealth; a spirit that unhappily meeting with an exercise of power in England which, however lawful, is not reconcilable to any ideas of liberty, much less with theirs, has kindled this flame which is ready to consume us."

6 What were the "six capital sources"?

3 Was Burke fair and reasonable in his opposition to the government on this question?

6 Write a note on Burke as a great public speaker.

2. "I do not intend to be overwhelmed in that bog though in such respectable company. The question with me is, not whether you have a right to render your people miserable but whether it is not in your interest to make them happy."

2 What is the bog referred to?

4 Could this phase of the question be dismissed so contemptuously with justice?

9 Outline his argument in the appeal he makes to the history of Ireland, Wales, Chester and Durham.

Values

3. "Sir, so far as I am capable of discerning there are but three ways of proceeding relative to this stubborn spirit which prevails in your colonies and disturbs your government. These are: to change that spirit as inconvenient by removing the causes; to prosecute it as a criminal; or to comply with it as necessary."

1 To which of these courses did Burke incline?

12 Outline his arguments for the adoption of this one and the rejection of the others.

4. "Our birth is but a sleep and a forgetting;
The soul that rises with us, our life's Star,
Hath had elsewhere its setting
And cometh from afar;
Not in entire forgetfulness,
And not in utter nakedness,
But trailing clouds of glory do we come
From God, who is our home:
Heaven lies about us in our infancy!
Shades of the prison-house begin to close
Upon the growing boy,
But he holds the light, and whence it flows,
He sees it in his joy;
The youth, who daily farther from the east
Must travel, still is Nature's priest,
And by the vision splendid
Is on his way attended;
At length the man perceives it die away,
And fade into the light of common day."

9 This stanza is said to contain the whole thought of the poem. Interpret it so as to bring out clearly that thought as you understand it.

5 Write a paragraph giving the thought in the poem "The World is Too Much with Us."

7 **5.** (*a*) Recall two of the pictures on the Grecian Urn and any of Keats' reflections thereon. What is the final statement of his belief as given in the last line?

6 (*b*) Give the picture suggested by the simile beginning "Or like stout Cortez ——."

12 **6.** What side of Byron's life is illustrated by the selections of his which you have read this year? Prove your answer by specific references.

5 **7.** (*a*) Comment on the contrast in the thought in the Octave and the Sestette of Ozymandias.

8 (*b*) In the Ode to the West Wind, Shelley contrasts the wind's freedom with his own fettered powers. How fettered? What does he ask of the wind? With what note of hope does he close the poem?

16 **8.** Quote sixteen consecutive lines from Hamlet or from one of the Golden Treasury selections.

9. "Nevertheless we are far from thinking the problem of Burns' Biography has yet been adequately solved. (Five had already appeared.) We do not allude so much to deficiency of facts or documents—though of these we are

Values

still every day receiving some fresh accession—as to the limited and imperfect application of them to the great end of Biography."

14 Explain exactly the attitude of mind which Carlyle brought to his task. Give an estimate of his success as a biographer according to the standard he proposed for himself.

GRADE XII.

ENGLISH LANGUAGE AND HISTORY OF LITERATURE.

Time—Two and one-half hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

12 **1.** Trace briefly the development of the English novel from the beginning of the sixteenth century till the appearance of the Vicar of Wakefield.

10 **2.** Account for the lack of literary production during the period from the death of Chaucer till the middle of the sixteenth century. Name two of the best writers of this period and give some idea of their work.

11 **3.** What works have we in English celebrating the deeds of King Arthur? Describe one of these produced before the time of Shakespeare.

11 **4.** Discuss the value of a literature in fixing the form of a language. Refer to definite instances to illustrate your answer.

11 **5.** What is the relationship existing between English and the other languages of Europe?

12 **6.** "Many causes contributed to bringing about the present unphonetic character of the English tongue." Show that English is unphonetic. What were some of the causes referred to above? What are some of the objections to our present orthography in addition to its being unphonetic? Describe any one of the schemes of the reformers for the simplification of our spelling.

7 **7.** Referring to one of the stories you read this year—Beowulf, the Iliad and the Odyssey—show that it contains the essential qualities of an Epic.

7 Name four forms of Epic poetry. Give an example of each. In what characteristic does each differ from the original Epic?

1 What is perhaps the greatest Epic in English?

10 **8.** Write briefly on (*a*) The Interlude; (*b*) The Moral Play; (*c*) The Mask; (*d*) The Denouement; (*e*) Reconciling Drama.

4 **9.** What are the two chief factors of poetic style? Show how this is true.

4 What is the function of accent in modern verse? Quote three lines of blank verse and illustrate.

GRADE XII.

ESSAYS.

Time—Two and one-half hours. EXAMINER: J. C. BUTCHART, B.A.

NOTE.—The candidate will write on *one* of the themes in "A" and *one* in "B."

Values

A.

1. Rosalind.
2. The Death of Beowulf.
50 3. The Redcrosse Knight in the House of Pride.
4. The Monk (Prologue).
5. "There is a pleasure in the pathless woods,
There is a rapture on the lonely shore,
There is society, where none intrudes,
By the deep sea, and music in its roar."

B.

1. The Climate of Alberta.
50 2. A Local Celebrity.
3. The Uses of Reading,
4. The Advantages of Public Ownership.

GRADE XII.

HISTORY.

Time—Two and one-half hours. EXAMINER: G. FRED M'NALLY, M.A.

Values

9 **1.** "On the 18th of January, 1871, within the palace of Versailles, amidst indescribable enthusiasm the imperial dignity was formally conferred upon King William, and Germany became a constitutional Empire."

Outline the circumstances leading up to the event described above.

9 **2.** Sketch the work of Mazzini, Garibaldi, and Cavour in the cause of Italian liberation and union.

9 **3.** The 17th and 18th centuries have been called the period of Divine Right Kings. What was their theory of government? Show briefly how it worked out in France.

12 **4.** Write notes on any *four* of the following: (*a*) Partition of Poland; (*b*) Congress of Vienna; (*c*) French Philosophy in the 18th century; (*d*) Edict of Nantes; (*e*) The Jail Delivery; (*f*) The Madman of the North; (*g*) Metternich; (*h*) Social Reform in England.

12 **5.** State the case for and against the continuance of the House of Lords as a part of the English Constitution.

Why was it deemed necessary to pass the Veto Bill?

Exactly what limitations does this impose?

Values

10 **6.** Describe fully the functions of the Cabinet in a modern British Parliament.
Outline the procedure followed in securing a new Cabinet after a government has been defeated at the polls.

9 **7.** Compare the monarchical with the republican form of government noting the strong features and the defects of each.

10 **8.** Discuss the English manorial system under the following heads: (*a*) origin; (*b*) organization; (*c*) bailiff farming; (*d*) beginnings of lease-hold farming.

11 **9.** What physical conditions in England made it possible for her to become a great manufacturing country? With these in mind write an estimate of the possibilities of Western Canada as a manufacturing centre of the future.

9 **10.** Discuss the advantages and disadvantages of Trade Unionism.

GRADE XII.

ALGEBRA.

Time—Three hours. EXAMINER: J. A. SMITH, B.A.

Values

1+6 **1.** (*a*) Define Ratio. Prove that any ratio or fraction is made more equal to unity by adding the same quantity to each of its terms.

8 (*b*) In a proportion the sum of the means = 8, the sum of the extremes = 16, and the sum of the squares of all the terms = 260. Find the proportion.

7 **2.** If $x+y+z=a$, $x^2+y^2+z^2=b$, $x^3+y^3+z^3=c$, find in terms of a, b, c the value of xyz.

6 **3.** (*a*) If x varies as $\frac{1}{y}+\frac{1}{z}$, and $x=3$ when $y=1$ and $z=2$, prove $xyz=2(y+z)$.

7 (*b*) The square of the time during which a body will slide down a smooth surface varies as the square of the length and inversely as the height. If the time is 1 second when the height is 4 ft., and the length 8 ft., what must be the height of a plane, 3 ft. long, that a body may slide down in half a second.

8 **4.** (*a*) Find the general expression for the sum of any number of terms in geometrical progression.

5 (*b*) Deduce from (*a*) the sum of an infinite number of terms.

6 (*c*) If an elastic ball, let fall on a table, always rebounds to a height, which is the height from which it falls multiplied by e^2; (e being less than 1), find the total space described by a ball if it is let fall originally from a height h and left to itself.

Values

7 5. (*a*) Insert n arithmetic means between x and y.

7 (*b*) Show that the arithmetic mean, the geometric mean, and the harmonic mean are in geometrical progression.

6. Sum to n terms the series:

7 (1) $1.2+2.3+3.4+ \ldots\ldots\ldots$

7 (2) $(1+2)+(1+2+3)+(1+2+3+4)+ \ldots$

7 7. (*a*) Find the number of combinations of n different things taken r at a time.

6+3 (*b*) Find the number of words of 2 consonants and 2 vowels formed from the word "education." In how many of these will the vowels and consonants occur alternately?

7+4 8. In the expansion of $(1+x)^n$ find the greatest term. Apply your result to find the greatest term in the expansion of $(1+3x)^{18}$ when $x=2/5$.

9. (*a*) Find the coefficient of x^n in the expansion of

8 $$\frac{2+x+x^2}{(1-x)^3}.$$

8 (*b*) Apply the Binomial Theorem to prove that

$$1+\frac{3}{4}+\frac{3.5}{4.8}+\frac{3.5.7}{4.8.12}+ \ldots \quad \text{ad. inf. } \sqrt{8}.$$

GRADE XII.

GEOMETRY.

Time—Three hours. EXAMINER: J. A. FIFE, B.A., M.SC.

Values

9 1. To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle. I-45.

6 2. (*a*) Through a given point A draw a straight line so that the part intercepted between two given parallels may be of given length.

1 (*b*) When does this problem admit of two solutions?

1 (*c*) When of only one solution?

1 (*d*) When is it impossible?

8 3. Divide a straight line into two parts the sum of the squares on which is equal to a given square.

9 4. In every triangle, the square on the side subtending an acute angle is less than the squares on the sides containing that angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle and the acute angle. II-13.

9 **5.** ABC is a triangle having the angles ABC and ACB both acute. F and E are points in which the perpendiculars from C and B meet the sides AB and AC. Show that $BC^2 = AB.BF + AC.CE$.

8 **6.** The angle at the centre of a circle is double of an angle at the circumference standing on the same arc. III–20.

8 **7.** Two circles intersect at A and B; and through these points lines are drawn from any point P on the circumference of one of the circles; show that when produced they intercept, on the other circumference, an arc which is constant in length for all positions of P.

8 **8.** If two chords of a circle cut one another within the circle, the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other. III–35.

9 **9.** If the two chords of the circle in III–35 cut outside the circle, state and prove the theorem.

8 **10.** About a given circle, to describe a traingle equiangular to a given triangle. IV–3.

8 **11.** ABC is a triangle and M and N are the centres of the inscribed and circumscribed circles; if A, M and N are in the same straight line show that AB = AC.

9 **12.** ABC is any triangle and CE and BD are perpendiculars drawn to meet AB and AC in the points E and D and intersecting in the point O; the line AO is drawn and produced to meet BC in F; prove that the straight line AOF is perpendicular to BC.

5 **13.** (*a*) State definition 5 Book V, and illustrate it algebraically.

9 (*b*) The sides about the equal angles of triangles which are equiangular to one another are proportionals; and those which are opposite to the equal angles are homologous sides, that is, are the antecedents or the consequents of the ratios. VI–4.

9 **14.** The triangle MNO has the angle at N double of the angle at O; NP is drawn bisecting the angle MNO and meeting MO in the point P; prove that MN is a mean proportional between MP and MO.

GRADE XII.

TRIGONOMETRY.

Time —Three hours. EXAMINER: J. A. SMITH, B.A.

Values

2 **1.** (*a*) Define the common logarithm of a number.

3 (*b*) What are the advantages of the common system of logarithms?

4 (*c*) State the four logarithmic laws which are derivable from the laws of indices.

7 **2.** (*a*) Express $\log._3 \dfrac{\sqrt[4]{5} \times \sqrt{20}}{\sqrt{18}\ \sqrt{2}}$ in terms of log. 2 and log. 3.

4 (*b*) Given $8\left(2^{x-1}\right)^3 = 4^{x+1}$, find the value of x.

8 **3.** (*a*) Find the trigonometric ratios of the following angles: 60°, 90°, 15°, 210°.

7 (*b*) Express all the trigonometric ratios of an angle A in terms of tan A.

6 (*c*) Prove the identity: $\text{Sec}\ ^4\text{A} - 1 = 2\ \tan\ ^2\text{A} + \tan\ ^4\text{A}$.

9 **4.** (*a*) Find geometrically the sine of the sum of two angles in terms of the ratios of these angles.

7 (*b*) Deduce the following:

(1) $\text{Cos A} + \text{Cos B} = 2\ \text{Cos}\dfrac{\text{A}+\text{B}}{2} \cdot \text{Cos}\dfrac{\text{A}-\text{B}}{2}$.

7 (2) In any triangle $\text{Cos A} = \dfrac{b^2+c^2-a^2}{2bc}$.

7 (3) $\text{Sin}\ \frac{1}{2}\ \text{A} = \sqrt{\dfrac{(s-b)\ (s-c)}{bc}}$ where $\text{S} = \frac{1}{2}$ perimeter of the triangle.

8 **5.** (*a*) In any triangle prove $\dfrac{a}{\sin \text{A}} = \dfrac{b}{\sin \text{B}} = \dfrac{c}{\sin \text{C}} = 2\text{R}$.

where R is the radius of the circumscribed circle.

(*b*) From the above formulae prove that any chord of a circle is equal to the product of the diameter and the sine of the angle in the segment.

3 **6.** (*a*) Define the common units of angular measurement.

4 (*b*) Explain $\pi = 180°$.

6 (*c*) If the length of a degree of latitude on the earth's surface is $69\frac{1}{4}$ miles, find the radius of the earth.

7 **7.** (*a*) Deduce the relations between the ratios of angle A and those of (180° − A).

6 (*b*) Prove $\text{Cos } 3\text{A} = 4\ \text{Cos}\ ^3\text{A} - 3\ \text{Cos A}$.

10 **8.** At noon the altitude of the sun is 45°, and the shadow of a tree standing vertical on a hillside sloping to the north at an angle of 15° is 100 ft. Find the height of the tree.

10 **9.** Two chimneys are of equal height. A person standing between them in the straight line joining their bases observes the elevation of the nearer one to him to be 60°. After walking 80 feet in a direction at right angles to the straight line joining their bases he observes the elevation of the two to be respectively 45° and 30°. Find their height and the distance between them.

GRADE XII.

PHYSICAL SCIENCE.

Time—Two and one-half hours. EXAMINER: J. F. BOYCE, B.A.

Values

6 **1.** (*a*) Show how the phenomena of wave-motion accounts for the origin and transmission of sound. Use diagrams if necessary.

2 (*b*) Outline a simple method of finding the velocity of sound in air.

4 (*c*) Describe carefully a way of verifying the method used in (*b*).

3 **2.** (*a*) Show clearly upon what the intensity of sound depends.

8 (*b*) Give an explanation of the quality of the musical sounds emitted by (1) open, (2) closed pipes.

4 (*c*) Show how the manometric flame indicates the complex nature of sound vibrations.

2 **3.** (*a*) Distinguish intensity of illumination and illuminating power.

5 (*b*) Describe how you would measure the illuminating power of an oil lamp or an incandescent light.

6 **4.** (*a*) Give a geometrical construction showing the position of the image formed by a concave mirror of an object placed in three typical positions. In each case describe the image.

3 (*b*) Explain conjugate foci. Give a diagram of the conjugate foci formed by a concave mirror and a convex lens.

5 (*c*) Explain why glass prisms placed in the pavement are serviceable in lighting the basement of a building.

6 **5.** (*a*) Describe experiments, recording observations and conclusions, in illustration of colors produced by absorption in transparent and opaque bodies.

6 (*b*) Write explanatory notes on (i) mixing colours, (ii) mixing paints.

4 **6.** (*a*) Give the theory offered in explanation of magnetic induction in a bar of soft iron. What bearing have the "lines of force" on this theory.

6 (*b*) Show clearly that a magnetic field surrounds a wire through which an electric current is passing and that advantage is taken of this phenomena to make the electro-magnet.

6 **7.** (*a*) Using a simple diagram describe the principle of the electric motor.

6 (*b*) Explain the process of charging storage cells and the principle of their action.

5 (*c*) Describe the construction and explain the chemical action of *one* common voltaic cell.

8. Write concise explanatory notes on:

4 (*a*) The practical use to which lenses may be put.

4 (*b*) Electricity as a motive power.

5 (*c*) The best arrangement for grouping cells.

GRADE XII.

CHEMISTRY.

Time—Two and one-half hours. EXAMINER: E. L. HILL, B.A., M.SC.

Values

1. Describe experiments to show:
6 (*a*) The volumetric composition of air.
6 (*b*) The quantitative synthesis of water.

10 **2.** (*a*) State fully the facts upon which the Atomic Theory is based.
3 (*b*) How do atoms differ from ions?
3 (*c*) Explain what is meant by an electrolyte.

10 **3.** (*a*) Describe, with diagram, the preparation and properties of Nitric Acid.
4 (*b*) Write the equations involved.

10 **4.** At what pressure will 1 gram of oxygen at 47 degrees Centigrade occupy 1 litre? (Show all stages of reasoning in solution of problem.)

8 **5.** (*a*) Describe in deatil a good method of preparing *dry* carbon dioxide for laboratory use.
4 (*b*) Discuss the importance of carbon dioxide in Nature.

12 **6.** "Unquestionably the properties of the elements are determined by their atomic weights." Illustrate the truth of the statement by reference to the elements of the chlorine group.

10 **7.** (*a*) Describe, with equations, the chemistry involved in the commercial manufacture of sodium carbonate.
3 (*b*) How is "bicarbonate of soda" prepared from sodium carbonate?

12 **8.** Give an account of the preparation, properties and uses of the allotropic forms of phosphorus.

12 **9.** Write descriptive notes on the manufacture of:
(*a*) Porcelain;
(*b*) Glass;
(*c*) Aluminium;
(*d*) Cast iron.

12 **10.** State the physical and chemical changes resulting in each of the following:
(*a*) Ferrous sulphate is left exposed to the air for a long time.
(*b*) Ordinary phosphoric acid is heated.
(*c*) Water is added to calcium sulphate.
(*d*) Silicic acid is heated.

GRADE XII.

LATIN AUTHORS.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

15 **1.** Translate: Ego, si hoc optimum *factu iudicarem*, patres conscripti, Catilinam morte multari, unius usuram horae gladiatori isti ad *vivendum* non *dedissem*. Etenim si summi

viri et clarissimi cives Saturnini et Gracchorum et Flacci et superiorum complurium sanguine non modo se non contaminarunt, sed etiam honestarunt, certe verendum mihi non erat, ne quid hoc parricida civium interfecto *invidiae* in posteritatem *redundaret*. Quodsi ea mihi maxime impenderet, tamen hoc animo fui semper, ut invidiam virtute *partam* gloriam, non invidiam putarem. Quamquam nonnulli sunt in hoc ordine, qui aut ea quae imminent non videant, aut ea quae vident dissimulent, qui spem Catilinae mollibus sententiis aluerunt coniurationemque nascentem non *credendo* corroboraverunt: quorum auctoritate multi, non solum improbi, verum etiam imperiti, si in hunc animadvertissem, crudeliter et regie factum esse dicerent. Nunc intellego, si iste, quo intendit, in Manliana castra pervenerit, neminem tam stultum *fore*, qui non *videat* coniurationem esse factam, neminem tam improbum, qui non fateatur.

4 (*a*) Account for the mood of *indicarem, dedissem, redundaret, videat.*

6 (*b*) Classify and give the grammatical construction or relation of *factu, vivendum, partam, invidiae, credendo, fore.*

3 (*c*) *Certe verendum mihi non erat.* Name the verb form in this extract and tell how it is composed. Explain the syntax of *mihi.*

5 (*d*) What did Cicero seek to accomplish by his first speech against Catiline? Did he succeed? What reasons does Cicero give for not putting Catiline to death?

15 **2.** Translate: O condicionem miseram non modo administrandae, verum etiam conservandae rei publicae! Nunc si L. Catilina consiliis, laboribus, periculis meis circumclusus ac debilitatus subito pertimuerit, sententiam mutaverit, deseruerit suos, consilium belli faciendi abiecerit et ex hoc cursu sceleris ac belli iter ad fugam atque in exsilium converterit, non ille a me spoliatus armis audaciae, non obstupefactus ac perterritus mea diligentia, non de spe conatuque depulsus, sed indemnatus, innocens in exsilium eiectus a consule vi et minis esse dicetur, et erunt qui illum, si hoc *fecerit*, non improbum, sed miserum, me non diligentissimum consulem, sed crudelissimum tyrannum existimari velint Est mihi *tanti*, Quirites, huius invidiae falsae atque iniquae tempestatem subire, dum modo a vobis huius horribilis belli ac nefarii periculum depellatur. Dicatur sane eiectus esse a me, dum modo eat in exsilium: sed, mihi, credite, non est iturus. Numquam ego ab dis immortalibus optabo, Quirites, *invidiae meae relevandae causa*, ut L. Catilinam ducere exercitum hostium atque in armis volitare audiatis, sed triduo tamen audietis.

5 (*a*) Explain the syntax of *tant*, the mood and tense of *fecerit* and the construction of the phrase: *invidiae meae relevandae causa.*

5 (*b*) Under what circumstances was the second oration against Catiline delivered? What was Cicero's purpose in delivering this speech?

14 **3.** Translate:

Quis desiderio *sit* pudor aut modus
tam cari capitis? praecipe lugubres

cantus, Melpomene, cui liquidam pater
vocem cum cithara dedit.
Ergo Quintilium perpetuus sopor
urget! cui Pudor et Iustitiae soror,
incorrupta Fides, nudaque Veritas
quando ullum *inveniet* parem?
multis ille bonis flebilis occidit,
nulli flebilior quam tibi, Virgili.
tu frustra pius heu non ita creditum
poscis Quintilium deos.
quid si Threicio blandius Orpheo
auditam moderere arboribus fidem,
num vanae redeat sanguis imagini,
quam virga semel horrida,
non lenis precibus fata recludere,
nigro compulerit Mercuris gregi.
durum: sed levius fit patientia,
quicquid corrigere est nefas.

1 (*a*) To whom is this ode addressed?
2 (*b*) What was the occasion of the writing of the ode?
2 (*c*) What is its general teaching?
3 (*d*) Point out poetic qualities.
3 (*e*) Account for the mood of *sit*, the number of *inveniet*, and the case of *nigro*.

10 **4.** Translate:

quid quisque vitet, nunquam homini satis
cautum est in horas: navita Bosporum
Poenus perhorrescit neque ultra
caeca timet aliunde fata,
miles sagittas et celerum fugam
Parthi, catenas Parthus et Italum
robur; sed improvisa leti
vis rapuit rapietuque gentes.
quam paene furvae regna Proserpinae
et iudicantem vidimus Aeacum
sedesque discretas piorum et
Aeoliis fidibus querentem
Sappho puellis de popularibus,
et te sonantem plenius aureo,
Alcaee, plectro dura navis,
dura fugae mala, dura belli!

1 (*a*) What incident in the life of Horace suggested the writing of the ode from which this extract is taken?
2 (*b*) What is the central thought of the extract?
4 (*c*) What have you inferred, from the odes you have read, as to Horace's philosophy of life?

GRADE XII.

LATIN GRAMMAR AND PROSE COMPOSITION.

Time—Two and one-half hours. EXAMINER: D. A. M'KERRICHER, B.A.

Values

8 **1.** Write the genitive singular and the genitive plural of the following nouns: oculus, caedes, pestis, auspex, cor, fulmen, plaga, cornu.

5 **2.** (*a*) Give the other degrees of comparison of the following adjectives in the same case, gender and number as the form given: altissimae, breviorum, facillimo, cellerimas, gravium.

5 (*b*) Give the other degree forms of comparison of the following adverbs: audacius, acerrime, leviter, diu, maxime.

10 **3.** (*a*) Write out in full—

(1) The imperfect subjunctive of *volo;*
(2) The future indicative of *eo;*
(3) The future indicative passive of *pello;*
(4) The present participle, in the singular, of *possum;*
(5) The gerund forms of *fero.*

7 (*b*) Identify fully each of the following forms: videris, det. conati sunt, proficisci, iturus, nolite, progressi.

9 **4.** State three uses of the subjunctive mood in principal clauses. Give one illustration of each use.

10 **5.** Use each of the following clauses in a sentence and translate your sentence in each case: *cum collocarent, qui peterent, ne accipiatur, quis interfectus esset, ut caperent.*

15 **6.** Express in Latin:

(1) I favor you.
(2) The enemy will surrender.
(3) His hopes were high.
(4) You are abviously mistaken.
(5) The rest of the work.
(6) It is disgraceful to lie.
(7) I fear that he will come.
(8) I am about to write.
(9) He promises to come.
(10) He said that he had come.

7. Translate into Latin:

5 (1) Balbus ought to have obeyed the laws but he declared that he would rather die than be a slave.

5 (2) I rejoice greatly that your nation so long oppressed by a cruel foe has at last asserted its freedom by the sword.

5 (3) Caesar exhorted the soldiers to fight bravely so that the enemy would not be able to cross the river.

16 **8.** Translate: Aristides, Lysimachi filius, Atheniensis, aequalis fere fuit Themistocli atque cum eo de principatu contendit: namque obtrectarunt inter se. In his autem cognitum est, quanto antestaret eloquentia innocentiae. Quamquam enim adeo excellebat Aristides abstinentia, ut unus post hominum memoriam, quem quidem nos audierimus, cognomien Iustus sit appelatus, tamen a Themistocle collabefactus testula illa exilio decem annorum multatus est. Qui quidem cum intellegerent reprimi concitatam multitudinem non posse, cedensque animadvertisset quendam scribentem, ut patria pelleretur, quaesisse ab eo dicitur, quare id faceret aut quid Aristides commisisset, cur tanta poena dignus duceretur. Cui ille respondit se ignorare Aristiden, sed sibi non placere, quod tam cupide laborasset, ut praeter ceteros Iustus appellaretur. Hic decem annorum

legitimam poenam non pertulit. Nam postquam Xerxes in Graeciam descendit, sexto fere anno quam erat expulsus, populi scito in patriam restitutus est.

aequalis = contemporary.
obtrecto = be opposed.
collabefio = be overthrown.
testula = ballot.
multo = condemn.
duco = consider.
scitum = decree.

GRADE XII.

GERMAN AUTHORS.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

Values

8 **1.** (*a*) Translate into English:

Hoch ragt aus schattgen Gehegen
Ein schimmerendes Schlosz hervor,
Ich kenne die Türme, die Zinnen,
Die steinerne Brücke, das Thor.

Es schauen vom Wappenschilde
Die Löwen so treulich mich an,
Ich grüsze die alten Bekannten
Und eile den Burghof hinan.

Ich tret' in die Burgkapelle
Und suche des Ahnherrn Grab;
Dort ist's, dort hängt vom Pfeiler
Das alte Gewaffen herab.

4 (*b*) Write the plurals of: Schlosz, Thor, Ahnherrn, Grab.
2 (*c*) "Die alten Bekannten": Decline this expression throughout singular and plural.
1 (*d*) Who is the author of the above stanzas?
2 (*e*) What is the subject of this poem?

10 **2.** (*a*) Translate into English:

Ich weisz von Einem, der hat ein seltsames Abenteuer mit Drude gehabt, und die Geschichte ist wahr, denn fie ist gedruckt worden. Dieser hat, weil ihn die Drude häufig geplagt, das Schlisselloch verstopft und sie wirklich gefangen. Sie war aber gestaltet wie eine schöne Jungfer, und sie sind beisammen geblieben und haben lange Zeit frohgemut mit einander gehaust. Eines Tages plagt den Mann der Vorwitz. Wäre es wirklich moglich, denkt er, dasz eine Frau durch das Schlüsselloch ein- und ausgehen kann? Er zieht den Pfropfen aus dem Loch, und was geschieht? Die Frau wird kleiner und immer kleiner und schwimmt zuletzt wie eine Feder in der Luft. Der Mann will die Feder haschen, aber sie entschlupft ihm und zieht wie ein Rauchwölkchen zum Schlsseülloch hinaus. Da hatte er das Nachsehen!

5 (*b*) Write out the third singular present indicative of the following verbs occurring in the above passage:
Weisz, worden, gefangen, geblieben, ausgehen.

2 (*c*) "Die Frau wird kleiner und immer kleiner": Translate into German: The smaller the lady became the more beautiful she looked.

2 (*d*) Explain the identity of "Die gefangene Drude" in the story of which the foregoing is an extract.

2 (*e*) Write a brief note on the author of "Die Waldnovellen."

10 **3.** (*a*) Translate into English:

So schlosz Waldrich seine Erzhälung. Es war sichtbar, dasz die aufmerksamen Zuhörer diesmal ihre Blätze verlieszen, weniger von der Erzählung ergriffen als das erste Mal, und sich mit ungezwungener Munterkeit unter einander mischten. Indessen schien der zweite Teil der Sage doch auch nicht ohne Eindruck geblieben zu sein; denn man unterhielt sich den ganzen Abend davon, und einige gar ernsthaft über die Mög icheilt solchen Spuks. Am kecksten jedoch spottete der alte Herr Bantes über das Märchen. Sein Witz und Spott aber wirkte bei den Wenigsten; denn man kannte ihn schon als eine Art Freigeist, und man wuszte, dasz der ehemalige alte Pfarrer dursch auf ihn geziehlt habe, wenn in der Predigt von Arianern, Naturalisten, Deisten, Atheisten, und Socinianern Rede gewesen war.

2 (*b*) "Auf ihn geziehlt habe": Explain the mood of habe.

2 (*c*) "Am kecksten": Comment on this form of comparison.

2 (*d*) "So schlosz Waldrich seine Erzählung": Relate concisely the substance of the "Erzählung" referred to.

5 (*e*) What are the English cognate words corresponding to: Ergriffen, Teil, Spuk, wirkte, kannte.

5 (*f*) Distinguish as clearly and concisely as possible: "Aurianern," "Naturalisten," "Deisten," "Atheisten," "Socinianern."

10 **4.** (*a*) Translate into English:

Ich reise schon morgen wieder ab. Meine Geschäfte sind hier beendigt, und wahrhaftig, es ist doch auch gar zu unlustig, den Poltergeist spielen zu müssen. Der Zufall hat wohl noch keinen Sterblichen übler miszhandelt als mich, dasz ich gerade auserwahlt sein müszte, dem toten Gaste Ihrer hundertjährigen Stadtsage oder Stadtchronik auf ein Haar ähnlich zu sein.

3 (*b*) Comment on the forms of the past participle exemplified in: Beendigt, miszhandelt, auserwählt.

3 (*c*) Who is the author of "Der tote Gast": Write a brief note on his life.

20 **5.** Translate into English:

Unter den Frauen, die eine Rolle in Goethes Leben gespielt haben, müssen wir an erster Stelle seine Mutter nennen. Sie war das Gegenteil seines ernsten Vaters; ihre Natur war sehr heiter, die seinige war es nicht und sie war es die durch ihr sonniges Gemut den glücklichsten Einflusz auf ihre Kinder hatte. Ursprünglich waren es ihrer sechs, aber vier davon starben in frühester Kindzeit, so blieben nur Wolfgang und seine Schwester Cornelia

übrig. Die Mutter war mit ihnen jung und wurde es nicht müde, ihnen Märchen und Geschichten zu erzählen. Ihr fröhlicher Humor, der seinesgleichen suchte, hatte ihr überall Freunde gemacht; ihretwegen hielt sich mancher berühmte Mann in Frankfurt auf, um sie kennen zu lernen und später machte es ihr besondere Freude, ihren Sohn und dessen vornehme Freunde bei sich zu sehen. Goethe hat sein ganzes Leben lang ihrer mit Verehrung und Liebe gedacht und sie ihrerseits war sehr stolz auf den Sohn, von dessen Ruhm ganz Deutschland widerhallte.

100

GRADE XII.

GERMAN GRAMMAR AND COMPOSITION.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

Values

1. Translate into German:

4 (*a*) I should have read this novel if I had been allowed.

4 (*b*) This gentleman is said to be the son of a count, but I do not believe it.

4 (*c*) Do you intend to have a house built in this street or in that one?

4 (*d*) My cousin is vexed at not having received an invitation to the party.

4 (*e*) As people began to laugh at us, we soon became ashamed of our clothes.

5 (*f*) "See Naples and die," is a saying capable of being interpreted in two ways.

5 (*g*) Beginning the study of a foreign language as early as possible is a great help to success.

2. Translate into German:

4 (*a*) My poor old grandfather was coming down the stairs when he fell and broke his leg.

4 (*b*) My aunt has remained at our house a week longer than she at first intended to do.

4 (*c*) Today is the twenty-second of April; four months ago our horse and carriage were sold.

5 (*d*) Wilhelm's illness has now lasted for more than a year; whether he will ever recover is very doubtful.

4 (*e*) Being an honest man he is one whom everybody trusts.

5 (*f*) I have never met such a strange man. Do you know him, or know where he comes from?

4 (*g*) Without once looking at me the dog had turned and run away.

40 **3.** Translate into German:

EMPEROR WILLIAM THE SECOND.

Willhelm the Second was born in Berlin on the twenty-seventh of January, eighteen hundred and fifty-nine. He is the eldest son of the late Emperor Frederick the Third and as his mother was a daughter of Queen Victoria, he is therefore a cousin of our King, George the Fifth. As

a boy Prince William was sent to the Gymnasium in Kassel, where he remained two years. He was the first Hoenzollern who studied at a Gymnasium.

In the year eighteen hundred and seventy-seven Prince William left the school and went to the University of Bonn. Afterwards he was introduced to politics by Prince Bismarck. In the year eighteen hundred and eighty his wedding with the Princess Augusta Victoria took place. There have resulted six sons and one daughter from this marriage.

When he was twenty-nine years old Prince William ascended the throne as German Emperor and King of Prussia.

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GRADE XII.

FRENCH AUTHORS.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M. A., PH.D.

Values

1. (*a*) Translate into English:

12 L'excessive pesanteur de cet homme dans la destinée humaine troublait l'équilibre. Cet individu comptait à lui seul plus que le groupe universel. Ces plethores de toute la vitalité humaine concentrée dans une seule tete, le monde montant au cerveau d'un homme, cela serait mortel a la civilisation, si cela durait. Le moment était venu pour l'incorruptible équité suprême d'aviser. Probablement les principes et les éléments, d'où dépendent les gravitations régulières dans l'ordre moral comme dans l'ordre matériel, se plaignaient. Le sang qui fume, le trop-plein des cimetières, les mères en larmes, ce sont des plaidoyers redoutables. Il y a quand la terre souffre d'une surcharge, de mystérieux gémissements de l'ombre, que l'abîme entend.

1 (*b*) Who is the personage referred to in the above?

2 (*c*) Who is the author and from what work is extract taken?

4 (*d*) Translate into French:

(i) We have never complained.

(ii) I shall depend on you.

12 **2.** (*a*) Translate into English:

BLANDINET (sort de sa chambre, à droite, ler plan et entre à pas lents). Je suis triste... j'ai mal dormi ... nous arrivons rue du Contrat-Social, 15 bis... vilaine rue. vilaine maison... vilaine allée... j'étais emu... "L'infortuné Simonet?"... dis-je au concierge avec attendrissement. ."Au cinquième, la porte à gauche!"... ca m'etonne, la lettre disait: "au septième, l'échélle à droite''... n'importe!... nous montons... la clef était sur la porte... je la tourne sans bruit... avec la discrétion de la charité qui pènètre chez la misère... nous entrons et nous trouvons... qui?... mon ancien cocher... Williams! celui que ma femme... (se reprenant) celui que j'ai chassé si rude-

ment! il était attablé avec un groom anglais et six bouteilles vides... pas le moindre père aveugle... J'avoue que ca m'a un peu cassé les bras... il y a des gens qui vous corrigeraient du plaisir de faire le bien! Mon frère Francois triomphait, il rayonnait... mais qu'est-ce que cela prouve? ... que je suis tombé sur un coquin... Il y a des oiseaux qui donnent des coups de bloc... ce n'est pas une raison pour abandonner les autres...

3 (*b*) Translate into French:

(i) Go to sleep.
(ii) My friend lives on the ground floor to the right.
(iii) He lives at my uncle's.

2 (*c*) "Mon ancien cocher": Distinguish the meanings of of "ancien" when used before and after the noun. Mention two other objectives with their varying senses which illustrate the same peculiarity.

2 (*d*) "qui vous corrigeraient": Write out the first person plural of the present indicative and of the past definite of this verb.

2 (*e*) "rue du Contrat-Social": What is the origin of this name?

2 (*f*) Write a note on the authorship of the comedy from which the foregoing is cited.

6 (*g*) Write brief character sketches of Francois, Aubertin and Henriette,

12 **3.** (*a*) Translate into English:

Le vieillard poussa un cri, et sa tête tomba sur sa poitrine. Colomba lui tourna le dos, et revint â pas lents vers la maison en chantant quelques mots incompréhensibles d'une ballata: "Il me faut la main qui a tiré l'oeil qui a visé, le coeur qui a pensé.. "

Pendant que la jardinière s'empressait â secourir le vieillard, Colomba, le teint animé, l'oeil en feu, se metait à table devant le colonel.

—Où avez-vous donc été? dit-il, je vous trouve l'air que vous aviez à Pietranera, ce jour où, pendant notre dîner, on nous énvoya des balles.

—Ce sont souvenirs de la Corse qui me sont revenus en tête. Mais voilà qui est fini...

La jardinière rentrait en ce moment.

—Eh bien! demanda Colomba du plus grand sangfroid, est-il, mort ou evanoui seulement?

—Ce n'étrait rien, Mademoiselle, mais c'est singulier comme votre vue lhi a fait de l'effet.

—Et le médecin dit qu'il n'en a pas pour longtemps?

—Pas pour deux mois, peut-être.

—Ce ne sera pas une grande perte, observa Colomba.

(*b*) Translate into French:

2 (i) I have been here for three weeks.
2 (ii) I shall be here for three weeks.

2 (*c*) "Le vieillard": Who is alluded to?

3 (*d*) "Il me faut la main..." etc.: Describe concisely the circumstances under which this "ballata" was first introduced to the reader.

3 (*e*) "Ce jour où... on nous envoya des balles." Describe briefly the episode alluded to.

3 (*f*) Write a brief character sketch of Colomba.

25 **4.** Translate into English:

REQUIES.

Comme un morne exilé, loin de ceux que j'aimais,
Je m'eloigne à pas lents des beaux jours de ma vie,
Du pays enchanté qu'on ne revoit jamais.
Sur la haute colline où la route dérive,
Je m'arrête, et vois fuir a l'horizon dormant
Ma dernière espérance, et pleure amèrement.

Le temps n'a pas tenu ses promesses divines,
Tes yeux ne verront point reverdir tes ruines.
Livre leur cendre morte au souffle de l'oublie.
Endors-toi sans tarder en ton repos suprême,
Et souviens-toi, vivant dans l'ombre enseveli,
Qu'il n'est plus dans ce monde un seul être qui t'aime.

La vie est ainsi faite, il nous la faut subir.
Le faible souffre et pleure, et l'insense s'irrite.
Mais le plus sage en rit, sachant qu'il doit mourir.
Rentre au tombeau muet où l'hommé enfin s'abrite,
Et là, sans nul souci de la terre ou du ciel,
Repose, ô malheureux, pour le temps éternel.

—*Lecontede Lisle.*

GRADE XII.

FRENCH GRAMMAR AND COMPOSITION.

Time—Two and one-half hours. EXAMINER: W. A. R. KERR, M.A., PH.D.

Values

1. Translate into French:

4 (*a*) Whatever the result, it cannot be helped now.

5 (*b*) If he should dare to complain, we shall have to get rid of him.

4 (*c*) Whether it rains or shines the races will take place at two o'clock tomorrow afternoon.

4 (*d*) Nobody knows what the prisoner's name is, and he himself refuses to tell.

5 (*e*) Remember that the weather will be cold and do not forget to take your warmest clothes with you.

4 (*f*) Whom do you refer to? The man to whom I gave the watch last night?

4 (*g*) Those are the largest potatoes we have ever seen. Where do they come from?

2. Translate into French:

4 (*a*) Please get the carpenter to build the shelves above my table.

4 (*b*) The apples we have bought have but little flavor. What sort are they?

5 (*c*) It is hard to believe that all this work has been done in less than one day.

4 (*d*) The child has been seriously hurt and has not uttered a word for two days.

4 (*e*) The hotel where we used to stop was destroyed by fire on the first of June, nineteen hundred and eleven.

5 (*f*) I like neither him nor her: either I have made a mistake or they are not what they pretend to be.

4 (*g*) They might have been pardoned if they had applied earlier to the governor-general.

40 **3.** Translate into French:

Among the coffee drinkers a high place must be given to Bismarck. He liked coffee unadulterated. While with the Prussian army in France, he one day entered a country inn and asked the host if he had any chicory in the house. He had. Bismarck said: "Well, bring it to me, all you have." The man obeyed and handed Bismarck a canister full of chicory. "Are you sure this is all you have?" demanded the Chancellor. "Yes, my lord, every grain." "Well," said Bismarck, keeping the canister by him, "go now and make me a pot of coffee."

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PROFESSIONAL EXAMINATIONS, APRIL, 1912.

FIRST CLASS.

ENGLISH LITERATURE.

1. Behold her, single in the field,
You solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholic strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings?—
Perhaps the plaintive members flow
For old, unhappy, far-off things,
And battles long ago;
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And over the sickle bending;—
I listened motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

(*a*) Explain in detail the purpose you would have in view in teaching this poem to a class.

(*b*) Mention the Grade to which you would teach the poem; and write out in detail a lesson plan showing clearly the method you would follow in seeking to gain the appreciation of the class.

(*c*) Give your own appreciation of the poem.

2. "The study of the vernacular is, and must always be, the supreme object in the education of a human being." State in full the arguments of Professor Laurie in support of this assertion.

3. "Numerous subsidiary processes may be employed by the teacher in teaching language as the substance of thought." Mention at least four of these subsidiary processes and estimate the educative value of each.

4. What is the value of Supplementary Reading in teaching the Language Arts? What considerations should guide you in selecting books for the school library?

5. Why should Memory gems be taught? Quote at least one stanza suitable for Grade IV, and carefully outline your method of teaching it.

FIRST CLASS.

COMPOSITION AND GRAMMAR.

1. Write an estimate of the value of (*a*) Imitation, (*b*) Oral work, in the teaching of Composition.

2. Write out a lesson plan, showing fully matter and method used for teaching the correct uses of "was" and "were."

3. Distinguish clearly between the descriptive and expository types of composition. Write a paragraph illustrating each type, taking for your subject a horse-shoe.

4. "Do not accept faulty work from a pupil if you feel assured that he can do better." Discuss this principle of method and show its application to the different devices for the correction of errors.

5. Write on the genetic relation of Grammar to Composition and to Literature and hence deduce some principles for grammar teaching in the Elementary schools.

6. Outline a series of lessons on the inflections of verbs, sufficiently to show your order of teaching these inflections, and your method of approach.

7. Develop with a class in Grade VIII the general function of the conjunctive pronoun.

8. Comment on the proper place and the benefits of grammatical analysis

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FIRST CLASS.

SCIENCE OF EDUCATION.

1. Explain the term neurone. Describe the general structure of neurones. Classify neurones according to function.

2. Trace, illustrating by a series of diagrams, the development of response, from the simplest reflex to complex deliberative activity. Be specific in your statements.

3. Explain the term Mental image and show the difference between the Memory image and the reproductive imagination.

4. State the factors that determine (*a*) the quality, (*b*) the intensity of sensations. Illustrate the influence of contrast. What are the chief causes of illusions?

5. Write fully on the physiological basis of association of ideas. Show how the conditions and laws of association determine retention. State, in a general way, the best conditions for recall.

6. Tell how one might help a pupil to memorize a passage of prose or verse. Illustrate, if possible, by two short passages, one suitable for elementary grades, the other for more advanced.

7. What is a concept? Illustrate the development of concepts.

8. State concisely the essential problems of education from (*a*) the subjective, (*b*) the objective points of view. Where diversity of aim seems to arise, what reconciling considerations can be mentioned?

8. State Spencer's point of view in regard to (*a*) intellectual, (*b*) moral Education. Account for his attitude in regard to the content of education and contrast it with any opposing views since the days of Bacon.

FIRST CLASS.

HISTORY OF EDUCATION.

(*Candidates in attendance shall write on one topic from each of the groups A, B, C and D. Outside candidates shall write on two topics from each of the groups A, B, C and D.*)

A.

Topic **1.** Write an account of education among primitive and barbaric peoples. Show in detail, by examples, education as (i) in adjustment to environment, (ii) recapitulation of the past, (iii) development of moral personality.

Topic **2.** The Greeks and Romans sought, through education, the development of individuality. Compare the Greek and Roman systems of education, showing the character and strength of each.

Topic **3.** Give an account of the educational theories of Socrates, Plato, Aristotle and Quintilian.

B.

Topic **1.** Explain the educational significance of Christianity, comparing Pagan and Christian ideals of life. Write an account of the early Christian schools showing their attitude towards Pagan learning.

Topic **2.** Write an account of education during the Middle Ages noting the function of the Monasteries, Chivalry and the Crusades.

Topic **3.** "Scholasticism is that type of intellectual life that existed from the 11th to the 15th centuries, and that was largely responsible for the origin of the Universities." Explain.

C.

Topic **1.** Give an interpretation of the Renaissance. Trace its development in Italy and among the Teutonic peoples.

Topic **2.** Show the interpretation of education by Rabelais, Milton, Comenius and Locke.

Topic **3.** Discuss the permanent influences on education of Rousseau, Pestalozzi, Herbert and Froebel.

D.

Topic **1.** Discuss historically the education of women.

Topic **2.** Discuss historically the home as an institution of education.

Topic **3.** Discuss historically the place of physical education.

FIRST CLASS.

ENGLISH AND CANADIAN HISTORY.

1. Discuss the advantages and disadvantages of (*a*) Oral teaching of History (*b*) The use of the text books.

2. Make out lesson plans to teach—

(*a*) The American Revolution in its relation to Canada.
(*b*) The Spanish Armada.

(Plans to be suitable for the work of Grade VIII. Matter 75 per cent. Method 25 per cent.)

3. Sketch a map illustrating the campaigns of 1755–1759 inclusive. Mark all forts, battlefields and routes of the contending forces.

4. "The proper study of History trains the memory, the imagination and the reasoning powers." Explain in detail how you purpose to teach the subject so as to obtain the above result. Mention at least one historical example and show its application.

5. State three qualifications necessary for the teacher of History. Explain carefully how these qualifications may be attained.

6. Teach a lesson to a Grade VII class on "The School District."

FIRST CLASS.

MATHEMATICS.

1. Discuss carefully, using examples from the prescribed course of studies, the practical and cultural values of arithmetic.

2. The Course in arithmetic is designed to give the pupil of the Elementary school facility in the four processes. Show carefully the work you would undertake in each grade of the school to accomplish this purpose.

3. Describe in detail, giving full questions and answers, your method of presenting the measures, pint and quart, to Grade II.

4. Teach a first lesson in decimals to Grade VII.

5. Outline the practical work in percentage for Grade VIII. Indicate the topics you would consider in connection with—Insurance, Taxes and Duties, Commission, Profit and Loss, and Simple Interest.

6. Present to Grade VIII a lesson on the diagonal of a cube. This must be given in detail so as to indicate your method of teaching mensuration.

7. Discuss the value and aims of a course in practical Geometry.

8. Teach the following lesson in Geometry. A, B and C are corners of a triangular field. A is 80 feet west of B and 800 feet south west of C. Find the cost of fencing the field at 50c a foot. (Accurate constructions must be given.)

9. Show in detail the correlation of the three mathematical sciences in the Elementary school. Indicate the work in Arithmetic and Geometry which will introduce formal algebra.

FIRST CLASS.

NATURE STUDY AND AGRICULTURE.

(Any six questions constitute a full paper.)

1. Nature Study is considered by some to be a "frill" in the educational system. Give as many arguments as you can supporting the ground that it is a valuable subject worthy of a place on the Public School curriculum.

2. Give in a general way your idea of the method of procedure in studying plants in the Public School.

3. How might you conduct a field excursion? What preparation should be made before taking it? What results would you expect to follow the trip?

4. Give in detail the instructions you would present to your class in teaching them how to collect, dry, mount and name plant specimens. What value is there in this work?

5. Teach a lesson to Grade VII on the economic value of birds to the agriculturist.

6. What are your views on how to make country life attractive that the boys may be induced to remain on the farm? What part may the school play in the scheme you propose?

7. What arguments might you use in persuading a Board of Trustees that a School Garden is a valuable part of school equipment?

FIRST AND SECOND CLASSES.

CLASS MANAGEMENT.

(First Class omit questions Nos. 1 and 5; Second Class omit questions Nos. 8 and 9.)

1. "As is the teacher so is the school." Discuss this statement from the viewpoint of the internal management of the school.

2. What considerations would you take into account in making a time table for an ungraded rural school? How much time per week would you allow (1) in Grade V, (2) in Grade VIII, in the following subjects: Arithmetic, Literature, Reading, Writing, Geography, History, Nature Study, Manual Work?

3. Discuss the problem as to how a teacher should spend time outside the regular hours of teaching.

4. What ends are sought in administering punishments? What are the characteristics of proper punishments? What punishments would you class as injudicious?

5. Outline your course of procedure (1) where a boy is detected using profane language on the school premises. (2) When a boy is suspected to be lazy. (3) Where an irate parent visits the school to object to something you have done or some pupil has done.

6. (*a*) What incentive does the Education Department offer a Board of Trustees to induce them to engage a teacher holding a first class certificate?

(*b*) A engages to teach a school at a salary rate of $65 per month. After 147 days teaching he resigns, receiving payment in full to date. What was the total amount paid the teacher for the term?

(*c*) What holidays are allowed the Public Schools by the School Ordinance?

7. Complete the following summary of attendance to be forwarded to the Education Department with the term returns.

	January	February	March	April	May	June
Total aggregate attendance each month	647	605	593 5	457	611	597
No. of teaching days school was open each month	21	20	21	16	22	21
Average attendance of pupils each month	....	....	....	.	....	....
No of pupils in actual attendance each month	35	34	31	32	30	29
Percentage of attendance of pupils for each month	....	....	....	....	....	....

Percentage of attendance for term as calculated under the provisions of Sec. 8 of the School Grants Ordinance.

8. "The whole complex school system reduces itself in lost analysis to the unity of the pupil's ideal and real self." Explain the meaning of this unity stating the factors making the system complex and showing the bearing of each on this stated unity.

9. Discuss after Tompkins what is meant by Professional Spirit as one of the unifying qualities in the teacher.

FIRST AND SECOND CLASSES.

MANUAL TRAINING AND PENMANSHIP.

1. Give the views of Pestalozzi and Froebel on the value of Manual Training.

2. How does the training in Manual Arts benefit a pupil?

3. State how you will endeavour to get the pupils, parents and trustees of your school district, interested in the Manual Arts.

4. Outline the chief features that you would emphasize in giving instruction to a class in cardboard modelling, first in the making of a drawing and second in the construction of the model.

5. What are the features of good penmanship? How will you endeavour to obtain such penmanship?

6. Give some freearm exercises, that are necessary, before (*a*) asking a class to write the following sentence:

"Norman jogged joyfully along the road."

(*b*) Write the above sentence six times, using the freearm movement.

FIRST AND SECOND CLASS.

PHYSIOLOGY AND HYGIENE AND THE HEALTH ACT.

1 What special precautions should a teacher take to assist the pupil to develop a healthy, well poised bodily frame?

2. Distinguish between spores and germs. Give the conditions favourable for the development of bacteria. Name some of the benefits man enjoys from the presence of micro organisms and also the inconveniences he is forced to suffer due to them.

3. (*a*) Classify foods, giving examples from the common varieties found daily on the tables of a farming community. Compare their values and suggest well balanced diets using common food.

(*b*) Outline the changes foods undergo before they can be utilized by the organism and make clear the use of oxygen in relation to one use the organism makes of these foods.

4. By what symptoms would you be lead to believe a pupil was suffering from (1) tuberculosis, (2) measels in the early stages? How is the body protected by nature against the inroads of bacteria causing diseases?

5. Discuss the Hygiene of—

(1) The recess period;
(2) The common drinking cup;
(3) The open window ventilating system.

6. What, according to the Health Act, are the teacher's duties in reference to contagious and infectious disease among children in the school?

FIRST AND SECOND CLASSES.

PRIMARY WORK—READING AND SPELLING.

1. Discuss the advantages and disadvantages of the Word, Sentence and Phonic Methods.

2. Teach the sound of "u" long to a class providing they know the short sounds of the vowels and all the consonants.

3. Give an outline of the method you would employ in reading. before a child is given the primer.

4. (*a*) Teach the following Memory Gem to a primary class—

"Each flower holds up
A dainty cup,
To catch the rain and dew;
The drink of flowers,
That comes in showers,
Is just the drink for you."

(*b*) Discuss the value of Memory Gems.

5. What are Ear-Problems? Eye-Problems? What would you do in preparation for Phonics before any sound is taught? Explain fully.

6. What are some of the chief reasons that Reading is not a successfully taught subject in schools? Discuss remedies.

7. (*a*) What is meant by Force, Melody, Quantitative Reading, Phrasing?

(*b*) Why may a child place wrong emphasis in reading?

8. Outline briefly your method of procedure in a reading lesson to the higher grades, provided the literature has been studied.

9. Teach the following words to Grade VI class—

Beauteous, acknowledge, monarch, graceful, tendrils, loitered, knotted, inclining, pitied, luxuriant—

showing what points you would especially emphasize.

FIRST AND SECOND CLASSES.

GEOGRAPHY.

(*Second Class take* 1, 2, 3, 4 *and* 5; *First Class take* 1, 4, 5, 6 *and* 7.)

1. What would you consider a good aim to keep in mind in teaching geography? How would you justify its appearance on the Public School course? What preparation on the part of the teacher is essential for the good presentation of the subject?

2. Discuss the out of door method of teaching geography and especially mention what phases of the subject might be well treated by this method in the Public School. Be specific.

3. Write a plan of a lesson for Grade IV on the rotation of the earth and the cause of day and night. How do you account for the inequality of day and night at different seasons of the year. Make very clear.

4. Outline your method of dealing with the geography of a geographical unit and illustrate in a general way by making reference to Canada.

5. Sketch an outline map of Alberta and indicate thereon the regions of distinctive natural resources, the drainage system, the lines of railway, the location of four cities and of four important towns.

6. Teach to Grade VIII the cause of trade winds and of antitrade winds and mention the effects they produce. Present the diagrams you would use by way of illustration.

7. Outline a lesson to Grade IX on the St. Lawrence River System and its value to Canadians.

FIRST AND SECOND CLASSES.

DRAWING AND ART.

1. What mistakes would you anticipate in a drawing lesson on a cone, lying on its side, placed to the right and below the eye level? How would you meet these difficulties? Draw an oil funnel placed in such a position.

2. Make a design for a school poster announcing a school entertainment. Pay particular attention to the lettering and arrangement of words.

(The poster need not be a large one, the design is the chief thing.)

3. What are complementary colors? Give examples of colors that are complementary to each other.

4. How would you instruct a class to lay on a wash of color evenly?

5. Give a short account of Egyptian ornament, stating the types found in their decoration. Mention the significance of each type.

FIRST AND SECOND CLASSES.

MUSIC.

1. Illustrate the Staff or Stave placing the G and F clefs on same, also leger lines, key and time signatures.

2. Name and illustrate the six kinds of notes generally used in music together with their respective rests and value of same.

3. Write the scale of D major marking tones and semitones (steps and half-steps) also give key signatures for scale of F, A, C, B flat, E, G and E flat major.

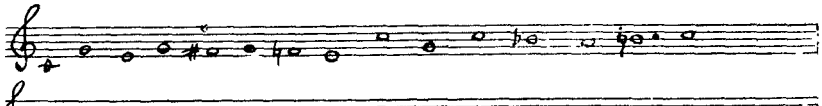
4. Explain briefly the use of a Sharp, Flat, Natural, Dot, Double Dot, Slur, Tie and give illustrations.

5. Give rule for finding the Mi, Sol, Doh, in staff notation from a given Doh, also state rule for finding tonic or key note from signatures with sharps and flats.

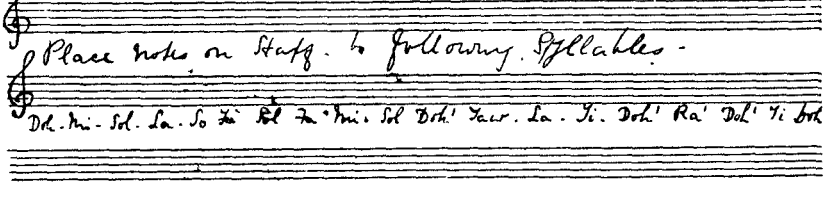
6. Describe method of procedure in teaching an ordinary two part exercise in Grade VI and in presentation of a rote song in a primary room.

7.

Place Sol. fa Syllables to following notes



8. Place notes on Staff. to following Syllables.



SECOND CLASS.

HISTORY OF EDUCATION.

(Candidates shall write on one topic from each of groups A and B, and on all the topics of group C.)

A.

1. Discuss education among primitive and barbaric peoples, showing wherein the character of the people determines the educational process.

2. Compare Greek and Roman education with respect to character, whether public or private, the classes of citizens considered, whether compulsory or voluntary. Show the relation of each to woman and the development of individuality.

B.

1. Explain the educational significance of Christianity, comparing the Pagan and Christian ideals of life. Give an account of the early Christian schools.

2. Discuss the progress of education during the Middle ages, noting the Revival of Learning under Charlemagne and the Educational work of Monasticism and Chivalry.

C.

1. Discuss fully the influence of the Renaissance upon education, (*a*) in Italy, (*b*) in Germany and England. Give in detail the work of Vittorino and Erasmus.

2. Trace carefully the interpretation of humanism given by Rabelais, Comenius and Locke.

3. Rousseau, Pestalozzi and Froebel made the child the central thought in education. Show the permanent influences resulting from the work of these reformers.

4. Show the development of the scientific movement in education and indicate the influence exerted by Spencer and Huxley.

SECOND CLASS.

SCIENCE OF EDUCATION.

1. Explain and illustrate how visual sensations are developed into acts of visual perception. Show how association operates in the development of our perceptions of distance and solidity.

2. What is meant by the *Cerebral Cortex?* By *Cortical Centres* Make an accurate diagram of the lateral aspect of a cerebral hemisphere, marking the most generally recognized cortical centres. Write a short note on the evidence for the views in regard to the function of these areas.

3. Illustrate the kinds of association, showing the different relations involved.

4. What is meant by retentiveness of memory? Explain the best conditions for (*a*) retention, (*b*) recall.

5. Trace and illustrate the development of attention, from the most primitive form upward, showing in what sense there are *different kinds* of attention.

6. Show the significance of *motive* in education. What factors, subjective and objective, are involved in motive? Distinguish positive and negative incentives.

7. Outline a lesson wherein pupils are trained to observe and to arrive at a conclusion involving a *definition*.

8. Demonstrate the psychological importance of the *Preparation* stage of a lesson, both on the part of the pupil, and on the part of the teacher.

SECOND CLASS.

COMPOSITION AND GRAMMAR.

1. Mention faults that have been more or less prevalent in teaching Composition and show how you purpose to avoid these faults.

2. "Write a letter while on a journey, telling of the incidents of travel." Explain minutely how you would teach a class to write such a letter. Write two paragraphs of the body of the letter.

3. State fully the principles which should guide you in the selection of subjects for Composition exercises.

4. Write down your method for conducting an Oral Composition lesson on a picture. Explain clearly the purpose you would have in view in conducting such a lesson.

5. State explicitly the chief benefits derived from the study of grammar that are not secured through imitation of good models and exercises in Composition.

6. Make some suggestions in regard to (*a*) securing specimens for grammatical study and practice, (*b*) exercises in correction of errors.

7. Show briefly the scope of the work in Grammar best suited to Grades IV and V.

8. Write in full a plan for a lesson on the verb "be" as an auxiliary.

SECOND CLASS.

ENGLISH AND CANADIAN HISTORY.

1. What is the value of a term plan in teaching History? Make out a plan to teach the Canadian history for Grade VII that should be undertaken in four months, commencing at the death of Count Frontenac.

2. What is History? What are some of the more common errors made in teaching the subject? Show how you purpose to avoid the defects you mention.

3. Make out lesson plans to teach—

(*a*) The Indian wars of 1648–49, and of 1689. (Grade VII.)

(*b*) The Petition of Rights. (Grade VIII.) (Matter 75 per cent. Method 25 per cent.)

4. Sketch a map of Canada and mark on it the places of Historical interest in the War of the Conquest of Canada.

5. Establish definitely the importance of text books, biographies, dates and pictures, in the teaching of History.

6. Formulate questions and answers to teach "The Alberta Legislature", under the following headings: Number of members, legislature term. elections, caucus, nomination, balloting, indemnity.

SECOND CLASS.

NATURE STUDY AND AGRICULTURE.

(*Any six questions constitute a full paper.*)

1. What is the object of the nature study course? What qualifications should a teacher have to teach it successfully?

2. What might you do in your school to encourage (1) the collection side of the course, (2) the recording side of the course?

3. Outline the work in Nature Study to be covered during the year by Grade V.

4. Give your plan of procedure in teaching the flower to a Grade VI class.

5. Give as many arguments as you can why a farmer should keep his farm free from weeds. How are weeds scattered and by what means do farmers seek to clean the soil of weeds?

6. Outline, indicating the material you would use and the apparatus required, a lesson on the physical properties of soils.

7. How might you proceed in the establishment of a school garden in connection with your school? Of what value would you expect it to be in the work of the school?

SECOND CLASS.

MATHEMATICS.

1. Discuss the practical value of Arithmetic in the elementary school. Indicate by reference to the new course of studies, the subjects in arithmetic, which would be treated from the practical view point.

2. Write notes on the place and value of—

(*a*) Oral Arithmetic;

(*b*) Concrete teaching.

3. Teach in detail giving fully questions and answers, the combinations and separations of 8 (1 and 7, 7 and 1, 8−1, 8−7).

4. Prepare a lesson on areal measure, the square foot and the square inch, to be taught in Grade V.

5. Give a series of 5 practical problems involving the application of the four processes to the vulgar fractions.

6. Teach a first lesson on decimals to Grade VII. Give the work in detail.

7. Give fully a plan for presenting the principles of commission to Grade VIII.

8. State carefully your aims in teaching a course in Elementary Geometry and show how you would secure these.

9. Teach in detail the principle of "angle of elevation," and give four practical problems based upon this. Give drawings.

10. Outline carefully a series of lessons on the construction of triangles given—

(1) Two sides and the included angle;
(2) Three sides;
(3) Two angles and a side.

(Drawings must accompany these.)

FIRST CLASS.

LITERATURE.

1. Three years she grew in sun and shower;
Then Nature said, 'A lovelier flower
On earth was never sown:
This Child I to myself will take;
She shall be mine, and I will make
A lady of my own.

"Myself will to my darling be
Both law and impulse; and with me
The girl, in rock and plain,
In earth and heaven, in glade and bower,
Shall feel an overseeing power
To kindle or restrain.

"She shall be sportive as the fawn
That wild with glee across the lawn
Or up the mountain springs;
And her's shall be the breathing balm,
And her's the silence and the calm
Of mute insensate things.

"The floating clouds their state shall lend
To her; for her the willow bend;
Nor shall she fail to see
Ev'n in the motions of the storm
Grace that shall mould the maiden's form
By silent sympathy.

"The stars of midnight shall be dear
To her; and she shall lean her ear
In many a secret place
Where rivulets dance their wayward round,
And beauty born of murmuring sound
Shall pass into her face.

"And vital feelings of delight
Shall rear her form to stately height,
Her virgin bosom swell;
Such thoughts to Lucy I will give
While she and I together live
Here in this happy dell."

Thus Nature spake—The work was done—
How soon my Lucy's race was run!
She died, and left to me
This heath, this calm and quiet scene;
The memory of what has been,
And never more will be.

—*W. Wordsworth.*

(*a*) State clearly the chief aim you would have in teaching this poem to a Grade VIII class.

(*b*) Explain how you would seek to show the class that this poem is typical of the author.

(*c*) Analyse the poem, stanza by stanza, as you would present it to the class.

(*d*) Write down a series of questions showing how you would endeavour to teach the rhyme and rythm.

2. Quote three definitions of Literature. Which of these do you consider to be the best? Explain in some detail how the conception of Literature, as embodied in the definition you select, will affect your teaching of the subject.

3. Elaborate the arguments used by Laurie in his contention that the study of Literature has a very considerable ethical value.

4. Quote at least sixteen lines of some poem which you consider suitable for memory work for a Grade VII class. Explain in detail how you would teach the poem; and your reasons for asking the pupils to memorize it.

5. Comment briefly upon the use and misuse of each of the following in connection with the teaching of Literature:

Supplementary readers, examinations, paraphrasing.

FIRST CLASS.

SCIENCE OF EDUCATION.

(*Students who have been in attendance this session may omit No.* 9.)

1. Expound the theory of the Synapse, and show its bearings on—

(*a*) The formation of habit;

(*b*) Recall.

2. State the salient facts of localization of cerebral function, and illustrate, with the aid of a diagram, the probable relations of

brain functions in an act of writing from dictation. Indicate also the further complication of relations of function involved in writing definitions of words dictated.

3. Write an explanatory note on any five of the following:—Primary colors, color-pyramid, after-images, complementary colors, Helmholtz' theory of hearing, Weber's law, motor aphasia.

4. Illustrate each of the most important factors that determine and control attention.

5. Explain what is meant by types of mental imagery, and show what chiefly determines the sort of imagery with which objective experiences are represented in consciousness.

6. Illustrate the processes of selection and abstraction in—
(*a*) Arriving at a decision in an emergency;
(*b*) In formulating a definition.

7. State fully what is involved in a complete act of memory. Discuss briefly the best conditions for memorizing by rote.

8. Show the stages in the acquisition of motor skill, and discuss briefly the mental factors in improvement through practice.

9. Explain what is meant, according to Horne, by mentally reproducing one's spiritual environment. Discuss briefly the benefits of such mental reproduction in regard to the past, the present, and the future.

FIRST CLASS.

HISTORY OF EDUCATION.

(*Candidates who have been in attendance during the present session will write on section A, two topics from B, and three topics from C. All other candidates will answer the entire paper.*)

A.

"The significance of Greek education lies in the fact that here first is found a developing conception and standard of life, consequently a conception of education which enlarges through successive periods, and in which change is tolerated and development of the individual provided for."

Keeping in mind the above, write an account of Greek education.

B.

Topic **1.** Discuss the contribution of Christianity to modern civilization. Contrast the Pagan and Christian ideals of life, and indicate the attitude of the Christian church to Pagan culture.

Topic **2.** Describe the educational activity of the Middle Ages under the following heads:

1. Monasticism;
2. Revival of Learning under Charlemagne;
3. Scholasticism.

Topic **3.** Give an account of the Mediaeval universities, indicating the causes that led up to their founding, their organization and structure, degrees, the content of study and their influence on the life of the time.

C.

Topic **1.** "The activities of the Renaissance may be summed up in their general tendencies representing three great interests and opening up for the student three worlds, or aspects of life."—*Monroe.* Discuss the above quotation at length.

Topic **2.** Outline the educational influence of any *four* of the following:

1. Erasmus;
2. Vittorino da Feltra;
3. Luther and the Reformation;
4. Loyola, and the Jesuits;
5. Rabelais;
6. Montaigne.

Topic **3.** Describe carefully the educational thought of Comenius or Locke.

Topic **4.** Write an account of the influence of Rousseau. Show the development of his ideas with respect to the place of the child in education, as given by Pestalozzi and Froebel.

Topic **5.** Discuss the present day educational ideal, under the following heads:

1. The scientific tendency in education;
2. The place of the humanities on the course of study.
3. Technical and industrial education.
4. The relation of the school to society.

FIRST CLASS.

COMPOSITION AND GRAMMAR.

(*Fold last three questions separately.*)

1. Explain clearly your method of teaching the purpose and use of the topic sentence; and of the laws of unity and explicit reference, in a paragraph.

2. You wish to assign to your Grade VI class the topic "A Hockey Match" for Written Composition.

(*a*) Indicate clearly the steps you would take to prepare them to write this composition.

(*b*) Mention three devices that you might follow in correcting their written exercises.

3. "Mental power is in excess of linguistic power." Discuss this statement and show how the truth, or untruth, of it would affect your work in Composition teaching.

4. Write down a series of question showing how you would develop an introductory paragraph from some simple topic. (Work suitable for Grade V class.)

5. Write (*a*) a complete outline of a lesson to Grade VIII on the Relative Pronoun; (*b*) a topical outline of a series of lessons to Grade VII or VIII on Tense.

6. What mental processes are most frequently and most prominently nvolved in grammar recitations? Illustrate briefly.

7. To what extent, if any, would you offer different subject-matter in grammar according as pupils are, or are not, likely to proceed to the High School? Discuss fully, and indicate in a general way what you consider a minimum knowledge of grammar for pupils not likely to continue in school after Grade VIII.

FIRST CLASS.

HISTORY.

1. State five reasons why History should be taught. Verify the reasons mentioned in each case.

2. "The laws of our province have much more to do with our ordinary life and its happiness than have the laws of the Dominion." Discuss this statement and show clearly how the truth, or falsity, of it will affect your teaching of Civics to Grade VII.

3. Discuss the correlation of History and Geography. Sketch maps that would aid you in teaching "the explorations of La Salle"; and "the Campaign of 1813."

4. Outline lesson plans to teach—

(*a*) The British North America Act. (Grade VII.)
(*b*) The Peninsular War. (Grade VIII.)
(Matter 60 per cent. Method 40 per cent.)

5. Discuss in detail the values of the following in teaching History: Text books, Supplementary History readers, Pictures and Relics.

FIRST CLASS.

MATHEMATICS.

1. "The Arithmetic of the elementary school should emphasize the practical element, the cultural value of the subject appearing in the teaching, and in the solutions of the students."

   Discuss the above with reference to the course in Arithmetic prescribed for Grades 1 to 8 of the public schools of the province.

2. Indicate the work you would teach in tables of measures to Grade 2. Outline a lesson, in *detail*, on some unit of measurement.

3. The child should have a mastery of the simple rules when he completes Grade 5. Show your work in Grades 2, 3, 4 and 5 with reference to the simple rules.

4. (*a*) Teach carefully, giving full details, a first lesson on decimals.

   (*b*) Outline your lesson on percentages to Grade 7, in which you bring out the relation of decimals to percentage.

5. (*a*) Prepare one practical problem on each of the following subjects: Commission, trade discount, taxes, profit and loss, insurance.

   (*b*) Teach a first lesson on simple interest to Grade 8.

6. "In any right-angled triangle the square which is described on the side subtending the right angle is equal to the sum of the squares described on the sides containing the right angle."—*Baker.*

Show fully the way in which you would present this in Grade 8. Give the drawings and written work you would require from the pupils.

7. Outline a series of lessons on the equality of triangles—

1. When two sides and the contained angle are given:
2. When three sides are given;
3. When two angles and a side are given.

Drawings must accompany your answer to this question.

8. Teach a first lesson on the equation.

FIRST CLASS.

NATURE STUDY AND AGRICULTURE.

1. Discuss the educational and economic values of Nature Study.

2. Outline fully a Nature Study lesson, suitable for Grade VII, on one of the following topics: The Mosquito; The preparation plants make for winter; The dissemination of seeds.

3. Illustrate by describing experiment and stating their results, what you would teach a Grade VIII class on the germination of seeds and the changes which take place in the composition of the seed during the process.

4. Describe soils as to origin, kinds and physical properties.

5. State methods of identification of Couch Grass, Penny Cress, Ball Mustard and Wild Oats: and tell how each may be eradicated.

6. Describe five methods of plant propagation, other than from the seed, and give an example of each method.

7. Of what educational value is a school garden? What difficulties stand in the way of having school gardens in rural districts in this province?

FIRST AND SECOND CLASSES.

PRIMARY WORK—READING AND SPELLING.

1. Under the heading Matter and Method teach a lesson on "the sound of 'oo'" using about fifteen words in application, and showing carefully each step.

2. Show by at least three examples, the influence of Psychology upon modern methods of teaching Reading.

3. Discuss fully the use of games in the Primary Room. Describe two useful ones and point out special benefits to be derived from these.

4. Explain the word and sentence methods, giving the advantages and disadvantages and telling what use you would make of each.

5. (*a*) Explain what is meant by pause, inflection, stress, grouping.
(*b*) Distinguish between loudness and intensity.
(*c*) How would you deal with exclamations?

6. You are given the following Reading lesson to teach to Grade V class:

"The splendor falls on castle walls,
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
Blow, bugle, blow, set the wild echoes flying,
Blow, bugle: answer echoes, dying, dying, dying."

Show clearly your method of procedure indicating a list of questions and answers, such as you would give and expect to receive.

7. The material of the Spelling lesson falls naturally into three divisions. Discuss these fully, suggesting devices useful in developing each.

8. Illustrate a lesson on the teaching of the following rule:

When a suffix beginning with a vowel is added to a word ending in a silent "e" the "e" is omitted. Give about ten examples.

FIRST AND SECOND CLASSES.

CLASS MANAGEMENT AND SCHOOL LAW.

Note.—Class I will write on questions 5, 7, 8, 9, 11, 13 *and* 14; *Class II will write on questions* 1 *or* 2, 3 *or* 4, 5 *or* 6, 8, 9 *or* 10, *and* 11 *or* 12.

1. State personal qualities which it is important that a teacher should possess, and show how the possession of these qualities affects his pupils.

2. "The task of class management is to eliminate waste." Discuss under the following heads:
(*a*) Sources of waste;
(*b*) Remedies.

3. "The school should be the centre of the social and intellectual life of a rural district? How can the teacher help to make it so?

4. State the psychological laws governing attention. Discuss the operation of each in its application to the problems of class management.

5. How would you deal with each of the following cases?
A pupil is often late for school; a child pilfers from the lunch baskets of the other children; children habitually come to school with dirty clothing and unkempt hair; a boy has no interest in his school work; a child tells you that his father says "that he is not to learn Canadian History."

6. What is meant by "incentives"? Enumerate and discuss four incentives, showing advantages and disadvantages of each.

7. What means should a teacher employ to keep himself growing intellectually and spiritually and to keep himself professionally abreast of the "times"?

8. Describe in detail the proceedings to be taken to secure the erection of a School District, including the "First Meeting" and the election of the first Board of Trustees.

9. There are 19 teaching days in January, 20 in February, 21 in March, 17 in April and 20 in May. The teacher is engaged at the rate of Seven Hundred and Twenty Dollars per annum; how much salary should he receive for the above named months?

10. Enumerate the factors to be considered in constructing a working time table. Illustrate by a time table for the morning of Wednesday, suitable for a school of five grades, giving a reason for each assignment of work on your program.

11. A rural school district has 45 quarter sections of assessable land; school is kept open for 200 days during the year; the teacher holds a first class certificate; the attendance is 80 per cent. of the possible for the number of days school is kept open; the inspector's grading for grounds, buildings, equipment and efficiency is 70 per cent. How much government grant should the district receive and how much should it expend on the library?

12. Give some account of the recitation under (*a*) Characteristics, (*b*) Common faults, (*c*) Essentials.

13. State fully what Tompkins means by the "Fundamental law of the School."

14. "Management must secure in the teacher, the pupil's ideal." Explain this statement in detail.

FIRST AND SECOND CLASSES.

GEOGRAPHY.

Note.—First Class take 6 questions selected from 1, 3, 5, 6, 8, 9 *and* 10; *Second Class, any 6 questions.*

1. Define Geography and illustrate your definition fully.

2. Indicate different ways in which children may be aided in the transition from home geography to world geography.

3. Describe an experiment which you would perform with junior grades to show when it is midday. Illustrate by a diagram.

4. Indicate the possibilities in modelling with clay in the teaching of Geography.

5. Teach to Grade VIII: Vernal and autumnal equinoxes; summer and winter solstices; the causes of the seasons. Illustrate by diagrams.

6. Give in detail your plan for a Grade V lesson on the highlands and plains of North America.

7. Draw a map of Alberta indicating the following:

1. Highlands and plains;
2. Locations of chief natural resources and industries.
3. The existing railroads and the more important proposed railroads.
4. The more important towns and cities.

8. You spend an afternoon with your school along a large creek or a river; give an account of the different geographic features which you might teach practically on such a trip.

9. Outline a lesson on the St. Lawrence River System, for Grade VIII.

10. Give a detailed account of the changes in standard time, as one travels from Montreal to Vancouver, via the Canadian Pacific Railway.

FIRST AND SECOND CLASSES.

MANUAL TRAINING AND PENMANSHIP.

1. Briefly account how you would teach the following features in Reed and Raffia Basketry:

1. The planning of a design;
2. The introduction of a colored strand;
3. The splicing of a reed.

2. "A healthy child desires to construct and achieve all the day long." Show how you would meet this desire by planning a course in Manual Training suitable for any Grade lower than Grade IV.

3. Give a working drawing that will show clearly the processes necessary in making a book-back.

4. Discuss the historical relationship of handwork in the development of the race. What are the basic reasons for its introduction into the courses offered by educational institutions?

5. What work in Manual Training would you plan to take in a rural school. Outline how you would organize and carry on the work.

6. Write one line of a freearm exercise that would be helpful before writing the following sentence. (Write the sentence six times.) "The bumble-bee buzzed round the bramble-bush."

7. In what grade should pen and ink be introduced in teaching penmanship? Mention the features you would emphasize in introducing the use of pen and ink.

8. Write out a lesson plan for the teaching of any of the following capital letters: O, A, B, P and R.

FIRST AND SECOND CLASSES.

DRAWING AND ART.

Note.—Write on six questions only.

1. Design a simple Christmas card which shall show the word "Christmas" and "1912" suitably arranged. The card is to be decorated by the conventional use of holly. (Water colors may be used).

2. Name the chief features in a good example of Art Composition. explain each feature and give examples.

3. Make a working drawing of a simple shelf. The back is 6 in. by 4 in.; the shelf is to be 6 in. by $2\frac{1}{2}$ in.; the thickness of the wood is $\frac{1}{4}$ in. The design is to be original.

4. Close the left hand with the exception of the index finger. Place the hand in front of you with the finger pointing to the right. Draw what you see in outline using the accented line.

5. Illustrate the following selection:

(*a*) "I like the pools so tranquil
That in the meadows lie.
They mirror stately tree-trunks
And grey November skies." (*or*)

(*b*) Discuss fully "Drawing in the Primary room" under the following heads: Aims, materials, methods.

6. Describe and compare in a brief manner the ornament of the Egyptians, Greeks and Romans.

7. Give an account of the work of any great artist. Illustrate from one of his pictures the chief features of Art Composition.

FIRST AND SECOND CLASSES.

PHYSIOLOGY AND HYGIENE AND THE HEALTH ACT.

Note.—Candidates will write on questions 1 *and* 10 *and any other four.*

1. Write concise notes on each of the following: The ventilation and lighting of school rooms; The care of the mouth: The proper ventilation of our sleeping apartments; The functions of the skin; The drainage of school grounds.

2. Outline fully a lesson for Grade VIII on "Respiration."

3. Describe experiments to show that there are in the atmosphere, organisms which cause animal or plant infusions to spoil.

4. To what extent are narcotics and stimulants useful? Indicate the evil results of their misuse.

5. What precautions should be taken to prevent the spread of diseases caused by bacteria: (*a*) about our homes; (*b*) among school children?

6. Mention common physical defects of school children. How would you detect these defects and what would you consider your duty should be to those who have them?

7. Trace the digestive changes which take place:

(*a*) Respectively in the mouth, stomach and small intestine.
(*b*) State clearly the functions of the liver and pancreas.

8. Describe accurately the circulation of the lymph, and the venous blood, stating clearly the functions of each and where they mingle.

9. How would you act in the case of each of the following accidents:

(*a*) Cutting of an artery or vein;
(*b*) A broken arm;
(*c*) A sprained ankle or wrist.

10. What are the duties of the teacher and parents respectively when cases of diphtheria are discovered in families from which children have been attending school.

FIRST AND SECOND CLASSES.

MUSIC.

1. Draw the Staff or Stave, placing the Treble Clef:

(*a*) Key and Time Signatures on same, adding leger lines;

(*b*) Name and illustrate the six kinds of notes generally used in Music, together with their respective rests and value of same.

2. (*a*) Illustrate and explain briefly the use of a Sharp, Flat, Natural, Double-dotted Note, Tie, Slur, Rest, Pause.

(*b*) Give the compound time for $\frac{2}{4}$, $\frac{3}{2}$, $\frac{4}{4}$ time, also examples of each time.

3. Construct the scale of A Major. Harmonic form of C Minor. Chromatic Scale, commencing on Middle C, ascending and descending.

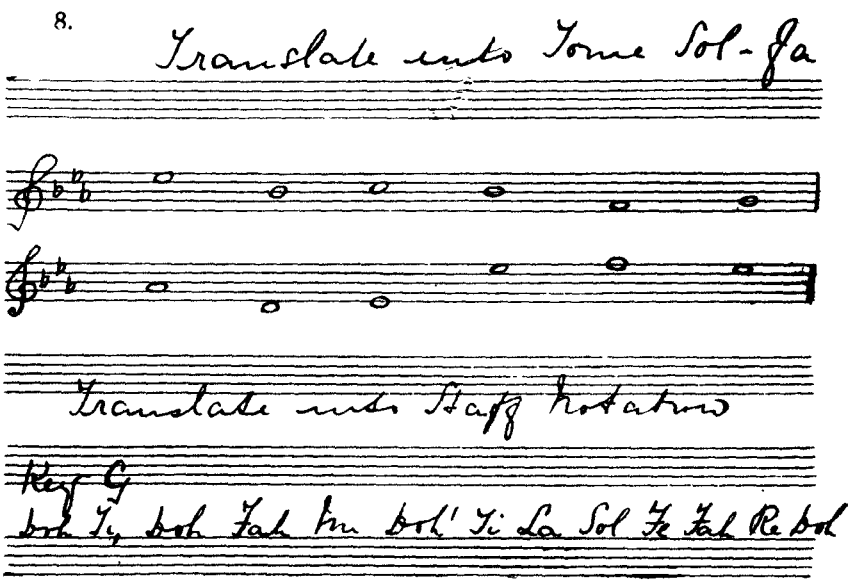
4. Write Key Signatures of Scales containing one, three and four sharps; two, three and four flats; placing tonic after each Key-Signature. Also give key-note of their respective relative minor scales.

5. Describe the method of procedure in teaching a two-part exercise in Grade VI room, and in the presentation of a rote song in a primary room.

6. Give rule for finding Mi, Sol, and Doh, (in Staff notation) from a given Doh. Also state rule for finding tonic or Key-note from Signatures with Sharps and Flats.

7. Describe briefly best methods of teaching Scales to children, also means to ensure correct and distinct pronunciation, good tone and phrasing in singing.

8.



SECOND CLASS.

LITERATURE.

Note.—Out of the eight questions any six may be answered.

1. Indicate at least two important modern tendencies in Literature, discussing briefly the origins and development of each.

2. Suggest as many devices as possible, useful in the development of the child's appreciation of literature. Discuss fully one of these.

3. Give your views upon the importance of the Memory Gem in the teaching of Literature. Suggest six, and write out one.

4. Outline a plan for teaching any good lullaby to Grade II. illustrate by full references to a particular poem.

5. Enumerate the arguments used by Chubb to show the importance of the "imitative tendency" on the part of the child in teaching the Language Arts. Quote from Whitman, Wordsworth, or from Pater's translation of Plato in support of these arguments.

6. Professor Chubb summarizes the teachings of his book on "The Teaching of English" in nine main points. Mention these and comment briefly on each.

7. Quote Professor Corson's definition of Literature. If we accept his definition, how, in general, will it affect our teaching of Literature?

8.

O listen, listen, ladies gay!
  No haughty feat of arms I tell;
Soft is the note, and sad the lay
  That mourns the lovely Rosabelle.

"Moor, moor the barge, ye gallant crew!
  And gentle ladye, deign to stay!
Rest thee in Castle Ravensheuch,
  Nor tempt the stormy firth today!

"The blackening wave is edged with white;
  To *inch* and rock the sea-mews fly;
The fishes have heard the Water-Sprite,
  Whose screams forbode that wreck is nigh."

"Last night the gifted Seer did view
  A wet shroud swathed round ladye gay;
Then stay thee, Fair, in Ravensheuch;
  Why cross the gloomy firth today?"

"'Tis not because Lord Lindesay's heir
  To-night at Roslin leads the ball,
But that my ladye-mother there
  Sits lonely in her castle hall.

"'Tis not because *the ring they ride,*
  And Lindesay at the ring rides well
But that my sire the wine will chide
  If 'tis not filled by Rosabelle."

O'er Roslin all that dreary night
  A wondrous blaze was seen to gleam:
'Twas Broader than the watch-fire's light,
  And redder than the bright moonbeam.

It glared on Roslin's castle rock,
  It ruddied all the *copse-wood glen;*
'Twas seen from Dryden's groves of oak,
  And seen from caverned Hawthornden.

Seem'd all on fire that chapel proud
  Where Roslin's chiefs uncoffin'd lie
Each Baron, for a sable shroud,
  Sheathed in his iron *panoply.*

Seem'd all on fire within, around,
  Deep, *sacristy* and altar's pale;
Shone every pillar foliage-bound,
  And glimmer'd all the dead men's mail.

Blazed battlement and *pinnet* high
  Blazed every rose-carved buttress fair—
So still they blaze, when fate is nigh
  The lordly line of high Saint Clair.

There are twenty of Roslin's barons bold
  Lie buried within that proud chapelle;
Each one the holy vault doth hold
  But the sea holds lovely Rosabelle:

And each Saint Clair was buried there
  With candle with book and with knell;
But the sea caves rung, and the wild winds sung
  The dirge of lovely Rosabelle.

(*a*) State in one or two short sentences the aims you would have in teaching this poem to a Grade VIII class.

(*b*) Show your appreciation of the poem by sketching briefly the word pictures, or scenes, in it, and ask a series of questions to show how you would seek to lead the class to appreciate the poem.

(*c*) Explain clearly the force of the italicized words and passages.

SECOND CLASS.

HISTORY OF EDUCATION.

Note.—Candidates are required to write on one topic from A, two topics from B and three topics from C.

A.

Topic **1.** Discuss Greek Education under the following heads:

(*a*) Relation to the Greek ideal of life;
(*b*) Homeric Education;
(*c*) Spartan Education;
(*d*) Athenian Education of the Old Period:

(*e*) Athenian Education of the New Period;
(*f*) The Educational Theories of Socrates, Plato and Aristotle

Topic **2.** Discuss Roman Education under the following heads:

(*a*) The ideals and educational practice of the Romans during the early period of their history—753 B.C.—250 B.C.
(*b*) The Hellenized-Roman Education as developed between 250 B.C. and 150 A.D.
(*c*) The educational situation in the pagan society of the Roman Empire during the period of its decline.

B.

Topic **1.** Write a statement of the influences of Christianity upon civilization under the following heads:

(*a*) Contact of Christianity with Pagan culture.
(*b*) Early Christian Schools.
(*c*) Attitude of the Christian Church to Pagan culture.

Topic **2.** Discuss briefly the influence of the Christian Church during the middle ages (500 A.D.—1300 A.D.) upon the evolution of a higher type of civilization among the Celtic and Teutonic people. Indicate the types of schools and the special service rendered by each.

Topic **3.** Write a brief note on the Guilds of the Middle Ages, indicating their relationship to the general organization of society and their special relationship to the education of the people.

Topic **4.** Write an account of the origin, organization and influence of the Mediaeval Universities.

C.

Topic **1.** Give an account of the Renaissance, indicating the activities leading up to it. Trace its development in Italy and in Northern Europe.

Topic **2.** Write notes on the educational influences of Rabelais, Montaigne, Comenius and Locke.

Topic **3.** Indicate the permanent influences on modern education exerted by Rousseau, Pestalozzi and Froebel.

Topic **4.** Discuss the essential features of the educational ideals of Spencer and Huxley as representatives of the scientific tendency in education, and of Matthew Arnold as a representative of the literary and classical type of education.

Topic **5.** Outline briefly the development of public school systems with special reference to Canada.

Topic **6.** The present day school is a social institution organized for social purposes. Indicate how this fact influences (1) the schools' relationship to the community, (2) the content of the curriculum, (3) the manner of school life, and (4) the methods of instruction.

SECOND CLASS.

SCIENCE OF EDUCATION.

1. Describe the typical sensory-motor arcs and show the important relationship of each aspect of each of the typical arcs to the problems of teaching and training children.

2. Illustrate how two or more sense-impressions together give rise to objective knowledge, and also how they correct and supplement each other. Draw some inferences as to the benefits of manifold sense-training.

2*a*. (Optional with 2.) Classify sensations. Distinguish clearly between sensation and perception, and show the function of each process in mental life.

3. State the general laws of association as applied to:

(*a*) Connections of impressions;
(*b*) Connections between mental states.
(*c*) Connections between mental states and acts.

Describe situations in which each of these is a central part of the teaching problem.

4. Explain and illustrate the several significations of the term "mental image." illustrate the development of a *general image*.

5. State the characteristic differences between childish and mature attention.

6. State the law of analysis and indicate the significance of the development of the analytic power in meeting new and problematic situations.

7. Discuss the steps in learning to perform an act of skill. Illustrate by reference to music, writing or manual training.

8. How are "feelings of relationship" developed? Write five words indicating relationship, and suggest briefly how their force might be made clear to a child.

SECOND CLASS.

COMPOSITION AND GRAMMAR.

Note.—Of the first six questions any four may be answered. (Fold last four questions separately.)

1. Discuss fully the subject of Primary Composition under:

(1) Material;
(2) Methods;
(3) Values.

2. Suggest and discuss sources for Composition material in:

(1) Grade II;
(2) Grade VII.

3. State and explain the qualities of a successful "story teller." Indicate the importance of the cultivation of this talent by the public school teacher.

4. Mention in detail, the value of Oral Composition teaching. Why has the Oral work been neglected in the past and so much written work been given?

5. Make out a plan for an Oral Composition lesson on some well known picture, showing clearly material used and method followed. (Work suitable for Grade IV.)

6. Name, define and illustrate, by one paragraph each, the four main types of prose composition.

7. Discuss the development of grammatical rules and suggest how they can best be made real to beginners. Illustrate by outlining a lesson on the possessive form of plurals in "s."

8. Explain how parsing and analysis can best be made useful exercises, and show clearly the value of such exercises.

9. Review the influence of the classics upon the older text-books in Grammar, and criticize the latter in such a way as to indicate your views as to the functions of a grammar text-book.

10. Outline a plan for teaching "Classification of Clauses" in Grade VII.

SECOND CLASS.

HISTORY AND CIVICS.

Note.—Any six questions.

1. What is meant by the (1) interpretation of facts (2) the organization of facts? Show the importance of both in teacher's preparation of the History lesson.

2. Outline a lesson plan for teaching the "Red River Rebellion" to Grade VII, indicating clearly the material to be presented.

3. Explain fully the significance of the Norman period in the (*a*) development of the British Constitution.

Sketch a plan for teaching "William the Conqueror" (*b*) to Grade VIII, so as to make clear to your class this significance.

4. What are the aims in teaching civics? Discuss the teacher's relation to the school district in the matter.

5. Make out lesson plans to show how you would teach:

(*a*) The Quebec Act to a Grade VII class;
(*b*) The Great Boer War to a Grade VIII class.
(Matter, 60 per cent.; method, 40 per cent.)

6. Teach a lesson on the House of Commons to a Grade VII class, giving fully the material used.

7. What are the ideal qualifications of the teacher of History? Explain fully how you would seek to reach this ideal.

SECOND CLASS.

MATHEMATICS.

1. Two values should arise in the teaching of elementary arithmetic, the practical and the cultural. Discuss the course of study in arithmetic for the elementary schools of the province, showing how you would secure these values.

2. What methods would you use to secure facility and accuracy in the simple rules? Indicate in detail your work in Grades III, IV, V and VI in this connection.

3. What principles underlie successful work in oral or mental arithmetic? Outline in detail, giving exercises, a lesson in oral arithmetic for Grade VI, of five minutes' duration.

4. (*a*) Teach to Grade VIII a first lesson on simple interest. Prepare five problems for seat work to follow the lesson.

(*b*) Outline two problems suitable to Grade VIII, on each of the following subjects: Taxes, duties, profit and loss, commission, insurance.

5. Indicate your reasons for teaching elementary plane geometry. How do you intend to secure the best results from your class?

6. Teach a lesson on the bisection of an angle, giving in full, the drawings and written work that you will require from your pupils.

7. Show carefully the relation between arithmetic and elementary algebra. What work would you undertake in the former to serve as a basis for the latter?

SECOND CLASS.

NATURE STUDY AND AGRICULTURE.

Note.—Candidates will write on questions 1 *or* 2, 3 *or* 4, 5 *or* 6, 7 *or* 8, 9 *or* 10.

1. One of your pupils discovers a robin's nest nearly built, close to the school. Outline the plan you would adopt to use the discovery as material for Nature Study lessons.

2. Discuss the values of Nature Study and indicate the chief guiding thoughts that will aid in securing these values.

3. Describe the Penny Cress (French Weed), under the following heads:

(1) How would you identify it. (2) Kinds of places where it grows. (3) Means of eradicating it.

4. Outline briefly the subject matter you would include in the following lessons:

(*a*) The Prairie Rose. Grades IV or V.
(*b*) Tubers. Grade VIII.

5. Teach a lesson to Grade VIII on stems and roots as storehouses of nourishment.

6. Discuss the values of cereals. Describe the methods used by the Agricultural Departments and colleges in securing new and more suitable varieties of one of the typical cereals. How may farmers and teachers profit by keeping in touch with the work of these organizations?

7. Classify soils and give definitely the origin and formation of each kind.

8. Write notes on mixed farming and dry farming, stating clearly their significance in the agricultural development of Alberta.

9. Outline a lesson for Grade VII on "feeding the soil."

10. Outline briefly a lesson on the dog for a junior grade.

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